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An investigation of the perceived role of reading consultant/specialists.

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AN INVESTIGATION OF THE
PERCEIVED ROLE OF READING CONSULTANT/SPECIALISTS

A Dissertation Presented

By

ELIZABETH NERO RUMOHR

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

May 1987

School of Education

Elizabeth Nero Rumohr

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AN INVESTIGATION OF THE
PERCEIVED ROLE OF READING CONSULTANT/SPECIALISTS


A Dissertation Presented


By

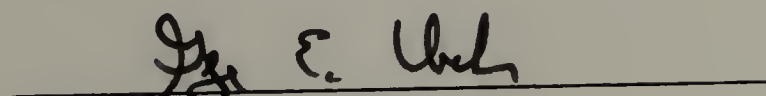
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William Moebius, Member


Albert Anthony, Member


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DEDICATION

This doctoral study is lovingly dedicated to the memory of the late Dr. Daniel C. Jordan, former professor in the Human Services Division of the School of Education at the University of Massachusetts.

His untimely death in 1982 due to unnatural circumstances left a tremendous void in the field of education in local, national and international circles.

ACKNOWLEDGEMENTS

It is imperative that I thank everyone who assisted in the development and preparation of this dissertation:

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support and reassurance during the initial stages of this study helped me to pursue this project.

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My parents Viola Hoffman Nero and Dominic P. Nero for their encouragement to pursue knowledge as an enlightening experience and to always strive to improve life's conditions for myself and those I teach. I also thank them for instilling in me the dedication to see a task through to its completion.

Most importantly, my husband, Richard F. Rumohr who has been unselfish in his support, help, and sacrifice to help me reach this particular goal. I can never repay the love and kindness shown by this wonderful human being.

ABSTRACT

AN INVESTIGATION OF THE PERCEIVED ROLE OF READING CONSULTANT/SPECIALISTS

(May 1987)

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Directed by: Professor Masha K. Rudman

The purpose of this study is to support the formation of a consistent role definition for the Consultant/Specialist in Reading. Currently, both perceptions of what the role should be, and practice of the role itself vary widely. The information collected in this research should contribute to an operational definition of the critical tasks to be performed by Consultant/Specialists. It will also indicate the degree of importance and the degree of responsibility for these tasks as perceived by Consultant/Specialists and other groups (significant others) who come in contact with the role.

Data from the following sources were collected and analyzed:

- (1) An evaluation questionnaire, developed and pretested by the researcher, sent to Consultant/Specialists (RCS) and those considered "significant others" such as school board members (BM), superintendents (SUP), curriculum supervisors (CUR), principals/vice principals (PVP), classroom teachers (CRTS), and parents (PAR).
- (2) Interviews with five of the questionnaire respondents who

indicated an interest in being interviewed: (1) principal/vice principal, (2) Consultant/Specialists, (1) classroom teacher and (1) parent.

- (3) Written commentary provided as part of response evaluation for the 73 questions in the questionnaire.

The results show that the attitudes and perceptions of the several groups who participated in the study as well as those of Consultant/Specialists did vary considerably. There was little agreement among the six groups considered to be "significant others" whether among themselves as a group or among groups. Consultant/Specialists displayed nonagreement as a group for many tasks. There was some agreement, but not consistent agreement, among "significant others" and Consultant/Specialists when both groups ascribed responsibility to tasks for role clarification. In all (73 tasks) there was not one task where universal agreement occurred among all groups.

The significance of this study is its contribution toward making educators in the (reading) profession aware of the issues and challenges which surround the role of the Consultant/Specialist in the educational setting. This study also serves as a model for Consultant/Specialists in reading and in other fields to use as an indication of the need to established (1) well-defined lines of perception by others, (2) terminology consensus and refinement, (3) job description parameters and (4) a level of preparation for the role itself.

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". . . it takes all the running you can do to keep in the same place. If you want to get somewhere else, you must run at least twice as fast as that."

--The White Queen to Alice in
Through the Looking Glass
by Lewis Carroll.

CHAPTER I

INTRODUCTION

Background of the Study

A review of several sources on reading instruction in the United States over the past 140 years (N.B. Smith, 1965; Matthews, 1966; Gibson and Levin, 1975), reveals several important points. It is only in the last 20 years that great concern has evolved concerning the delineation of the diverse roles pertaining to reading instruction (1964, 1968, 1976, 1978--see Appendices A-E). Similarly, it is only during the last 10 years that serious attempts to deal with the problems associated with the roles of Consultant/Specialist¹ have been attempted. Articles on these issues began to appear in journals in the mid to late 1970s. The role of the Consultant/Specialist has, therefore, not had much time to reflect significant changes and modifications. Another point to be mentioned is that not many research studies have been attempted which involve input from Consultant/Specialists themselves regarding their job as it relates to the educational setting.

Prior to 1950, investigations concerning the different job de-

¹For purposes of clarity, the term "Consultant/Specialist" will be used within the body of the dissertation. "Consultant" is used to mean "one who confers and gives advice on specific problems of concern" and "specialist" is used as "one well-versed in a particular area of expertise" (Webster's Collegiate Dictionary). The first term is specific in nature while the second is generic.

scriptions in the field of reading and qualifications for Consultant/Specialists and teachers of reading were practically nonexistent (N.B. Smith, 1965: 415). However, many advances were made during the pre-1950 period to lay the foundations for preparation of Consultant/Specialists and teachers of reading, the most significant of which was that reading instruction underwent the scrutiny of research in order to define people's roles. Investigators such as Devers (1956), H.A. Robinson (1957) and N.B. Smith (1965) provided a focus for assessing needs in the field of reading. One of those items deemed necessary (Dever, 1956) was a definition of role responsibilities and qualifications for Reading Specialists.

Dever's (1956) survey entitled Positions in the Field of Reading classified the positions in reading under four headings: (1) special teachers of reading, (2) supervisory reading specialists, (3) reading specialists in higher education (colleges and universities), and (4) specialists in reading clinic work. Later, specific studies in reading were initiated due to the increased pressures of dealing with non-readers, learning disabled, high school dropouts, extended programming and universal literacy campaigns (i.e., Head Start, Right to Read, Reading is Fundamental, Title 1, Chapter 1, etc.) were created. The proliferation of these programs further strengthened the need to clarify positions in reading.

In 1957 H. Alan Robinson completed a study entitled An Occupational Survey of Reading Specialists in Junior and Senior High. At that time, the two most commonly used titles for professionals were

"remedial reading teacher" and "reading teacher."

Both Dever (1956) and H. Alan Robinson (1957) found in their pioneer studies that many Consultant/Specialists were not adequately prepared in the field of reading:

It is a relatively new field. Approximately one-fifth of these specialists were pioneers; they were first to develop reading programs in their schools or school system; they had no precedents to follow.

Positions have been created hurriedly. There is need for adequately prepared specialists. In many instances, teachers have entered new reading positions without sufficient preparation and have tried to develop the necessary skills on the job. (Dever, 1956: 148)

In a survey conducted in 1960 by the Standards Committee of the International Reading Association, it was found that the following states had special certification for reading teachers: Connecticut, Delaware, Indiana, Massachusetts, Oregon, Pennsylvania and Wisconsin (N.B. Smith, 1965: 419). In a survey conducted in 1964 under the same sponsorship, fourteen additional states "indicated that reading as a specialty was recognized in some form or another in their requirements for teacher certification" (Dietrich, 1965). See N.B. Smith, 1965: 419. During this period (early 1960s), hundreds of centers were created for the purpose of improving reading ability. These organizations specialized in reading services and were given such names as "reading clinics." Kress (1967) mentioned that:

The term reading clinic is used broadly at the present time to represent a wide range of organizational structures and services. It is more likely to refer to a short term cor-

rective or remedial program with a small group of children or one child than to a specifically organized, ongoing, comprehensive service for diagnosis and treatment of remedial problems. (Kress, 1967: 1)

N.B. Smith (1965: 415) noted, however, that "specialists in the field of reading were greatly concerned because many clinics were not staffed with qualified personnel."

Special teachers of reading during this time were located in one school where their principal concern was to teach pupils who were deficient in reading. The supervisory specialists, on the other hand, served several schools and worked more directly with teachers than pupils.

From the more limited data received from clinicians, counselors, and psychologists, it was evident that reading specialists' two main functions were diagnosis and remediation (Dever, 1956: 146). These reading specialists devoted the greater amount of their time to: (1) teaching reading, (2) supervision, (3) testing, and (4) diagnosis and counseling; while their lesser functions were: (1) administrative, (2) clerical, (3) research, (4) public relations, and (5) community activities (Dever, 1956: 146).

The terms "reading consultant" and "reading specialist" were not used until the 1960s. The literature first mentions "special teachers of reading" in 1920, refers to "remedial reading teachers" in the 1930s, and later mentions that the teaching of reading was extended to include the high school, adult education and junior colleges. In most cases the category, "special teacher of reading" was created.

This category later evolved into the roles of: "remedial reading teacher," "study skills teacher" and "teacher of the foreign born." (Later this latter term became known as "bilingual education teacher" and more recently was expanded to "English as a second language teacher" (Dever, 1956).)

The term "reading consultant" and "director of reading" came into being more as "luxury items" to meet the needs of interpreting tests and overseeing specific curricular at the K-6 and K-12 levels. Other terms, such as "resource consultant" and "reading specialist" have come into use either to meet the concerns of a specific population or as a convenient umbrella term. For example, it appears that the term "reading specialist" was used by the International Reading Association to describe the six roles for reading professionals in 1968 (I.R.A., 1968--see Appendix 2). The term is also used as an umbrella term to refer to a variety of people who specialize in reading (Baker, 1976). "Reading specialist" can signify: director of reading, reading supervisor, reading consultant, developmental reading teacher, reading clinician, remedial reading teacher or reading teacher. This ambiguity can cause confusion for the school administration, other teachers, parents, or anyone else who might have to deal with this diverse individual. It is interesting also to note that the term "reading specialist" is applicable to people who hold state certification as well as by people who do not. The term appears to be both specific and generic and as long as it is treated as such there will be confusion when people are asked to identify themselves professionally.

In spite of all the changes and research in the field of reading, an historical overview of job titles indicates little or no concern with specific roles until the late 1960s and 1970s. The particular role of Consultant/Specialist needs to be examined in greater detail. Problems associated with it need resolution.

Statement of the Problem

Some studies have been performed which concern the role of the Consultant/Specialist (Dever, 1956; H.A. Robinson, 1957; Oyster, 1966; Ivers, 1975; Del-Val, 1976; Williamson, 1979; Mosby, 1982). However, these studies have been few in number, restrictive in scope, limited in focus and, as now viewed in retrospect, span approximately thirty years in time.

Traditionally, those who responded to these surveys have not been large in number (percentages of replies), nor have these studies necessarily been representative samples. For example: (1) Dever sent out 2,961 questionnaires to reading personnel all over the United States in 1956 but only received a return of sixteen percent from which she could draw conclusions; (2) Robinson, in 1957, had a good percentage of questionnaire returns, but he surveyed only junior and senior high school reading specialists; (3) Oyster (1966) surveyed only elementary reading specialists in the Midwest in her questionnaire. Ivers (1975) and Del-Val (1976) had proportionately better responses to their survey questionnaires. Ivers (4) had 264 of his ini-

tial 310 packets returned (85.1%) while information for Williamson's 1979 study (5) is not presently available. (Refer to 2614D--University of Southern California, 1979). Del-Val (6) had 441 (or 81.5%) respondents to her 60-item questionnaire sent out to 500 reading specialists in New England. It is interesting to note that of the representative studies completed, only two (Ivers, 1975 and Williamson, 1979) look at perception of the role of Consultant/Specialist by others associated with the role of reading specialists in general. Iver's study was responded to by reading specialists, teachers, principals, and reading supervisors and was limited to public elementary schools in Franklin County, Ohio. Williamson's study investigated the role of the elementary reading specialist from the point of view of the classroom teacher, principal, district administrator (responsible for reading program supervision), and elementary reading specialists themselves.

At present, the information which is available as a result of studies which have examined both the role itself and the perceived role-attributes of Consultant/Specialists are not at all abundant nor related to other perceptions of the role.

This writer, by conducting a survey of Consultant/Specialists and those deemed "significant others," will attempt to gather data and analyze the results of the questionnaire, commentary and interview data available in order to create an operating system model to assist those assuming and interacting with the role of Consultant/Specialist.

Purpose of the Study

The purpose of this study is to support the formulation of a consistent role definition for the reading Consultant/Specialist. Currently, both perceptions of what the role should be, and practice of the role itself, vary widely. The information collected in this research will contribute to an operational definition of the critical tasks to be performed by Consultant/Specialists. The research will also indicate the degree of importance and the degree of responsibility for those tasks as perceived by Consultant/Specialists and other groups (termed "significant others") who come in contact with the role.

The objectives of this study are:

- (1) To record the perceptions of Consultant/Specialists regarding the degree of importance and the degree of responsibility for each of the critical tasks defined in the questionnaire.
- (2) To record the perceptions of "significant others" (school board members, superintendents, curriculum supervisors, principals/vice principals, classroom teachers and parents) regarding the degree of importance and the degree of responsibility for each of the critical tasks defined in the questionnaire.
- (3) To raise critical questions concerning the Consultant/Specialists' role to provide a model for effective consultation.

- (4) To determine a list of critical tasks that should be performed by Consultant/Specialists in their school districts.

Questions for Implementation

Answers to the following questions will be sought:

- (1) What is the perception of Consultant/Specialists regarding their degree of importance and the degree of responsibility ascribed to tasks considered to be the responsibility of the ideal Consultant/Specialist?
- (2) What is the perception of those termed "significant others" of the degree of importance and degree of responsibility ascribed to tasks considered to be those of the ideal Consultant/Specialist?
- (3) What are the implications of the match or mismatch of perceptions?

Significance of the Study

The significance of this study is its contribution toward making educators in the (reading) profession aware of the issues and challenges which surround the role of the Consultant/Specialist in the educational setting. As Wylie concluded in his study (1969: 519), "If the elementary reading consultant is to improve the quality of reading, the role(s) of the specialists must be (1) well defined, (2)

understood by all, and (3) agreed upon." At present (1987) there are still concerns from educators, researchers and students regarding the three components for improvement of the role (Mosby, 1982; Leinhardt and Palley, 1982; McMurtrie and Askow, 1983; Bean and Eichelberger, 1985).

This study also serves as a model for Consultant/Specialists in reading and in other fields to use as an indicator of the need to establish: (1) well-defined lines of perception by others, (2) terminology consensus and refinement, (3) job description parameters, and (4) a level of preparation for the role itself. Such a model may reduce the confusion of roles inherent in the consultive.

Research Procedures and Methodology

The research methodology selected for this study involved the collection of both quantitative (questionnaire) and qualitative (interview questioning) data. A questionnaire (comprised of seventy-three tasks attributed to the role of Consultant/Specialists in reading) was disseminated to six categories of "significant others" (school board members, superintendents, curriculum supervisors, principals/vice principals, classroom teachers and parents) associated with Consultant/Specialists in the educational setting. The questionnaire was also given to Consultant/Specialists.

Students are the school's most important product and studying student perceptions of their own role in the educational setting is

important. Their perception of role responsibility of content area teachers, including those in reading, is also significant and should not be treated as insignificant or less than other facets of this study. However, for no other reason than brevity, the subcategory "Students" will not be utilized. In order to minimize the scope of the study, this author limits the categories to be studied to: school board members, superintendents, curriculum supervisors, principals/vice principals, classroom teachers, Consultant/Specialists, and parents.

This questionnaire is divided into three categories. The first, "Administrative/Managerial/Institutional," contains twenty-seven (27) tasks; the second category is termed "Curriculum/Instructional/Staff Development," and is comprised of thirty (30) tasks; while the third category is termed "Consultation/Evaluation" and includes sixteen (16) tasks.

The questionnaire format is labelled "Degree of Responsibility" and "Degree of Importance" and is divided into two sections. The left side of the questionnaire uses a graduated Likert Scale of six (6) categories (A. 100%, B. 75%, C. 50%, D. 25%, E. 0%, and F. N/A or "Not Applicable") to indicate the percentage level of Consultant/Specialist responsibility for a given task. The right-hand column of the questionnaire is divided into three categories: (A) "Very Important"; (B) "Neutral"; and (C) "Not Important." Respondents selected the response which best indicated their perception of the importance of the 73 tasks for the role of the Consultant/Specialist. Respondents

completed the questionnaire (using the comment section where necessary) and the demographic survey as well. A letter of introduction and explanation accompanied the survey. Follow-up letters were sent to those remiss in completing the questionnaire task itself.

Those taking part in the questionnaire survey were asked to evaluate the degrees of importance and responsibility for tasks they perceived to belong to the Consultant/Specialist role. The data from the survey were compiled and analyzed. Questions for the personal interview were gathered. These questions were asked of a randomly selected sampling of the study population.

The population for this investigation is from six suburban towns outside of Hartford, Connecticut. These towns were selected because of their: (1) size (4,500-26,000 population) and (2) small school populations. Each town employs Consultant/Specialists or specialists in reading, although not necessarily under that title (they may serve as teachers of reading and possess certification as a consultant) and not necessarily placed at each level throughout the system (elementary, middle/junior, senior).

The study sample was determined from names randomly selected from roster lists available (school board members, classroom teachers, parents and students). Superintendents, principals and Consultant/Specialists were designated as necessary participants in this investigative study due to the specificity of their role. After the sample was determined and school districts confirmed, a list of required job description tasks for Consultant/Specialists was requested from each

town and from the state. These were compared by content analysis with the questionnaire tasks. These tasks were compiled from the literature available: the International Reading Association's Standards for Professional Preparation in Reading Education, 1978; the New England Reading Association's Standards for Professional Preparation in Reading Education, 1976; and A.B. Smith's 46 Tasks for Departmental Chairmen, 1972. The job tasks for Consultant/Specialists and guidelines developed by the International Reading Association (1968, 1976, 1978) were also reviewed and compared with the questionnaire.

Definition of Terms

Consultant: one who confers and gives advice on specific problems of concern. This term is "specific" in nature and as such is limited in its reference to the area of expertise in question.

Specialist: one well versed in a particular area of expertise. This term would be considered "generic" in nature and more diffuse in its application to the area of expertise. It would often be considered an umbrella term encompassing a variety of people who specialize in reading.

Reading: a complex process by which a reader reconstructs, to some degree, a message encoded by a writer in graphic language (Goodman and Niles, 1970). Within this process, the readers make use of their own language, concepts, and experience as well as graphophonics, syntactic, and semantic information in the text. Reading is

the process of gaining meaning from print (F. Smith, 1971, 1973, 1975; K. Goodman, 1968, 1972, 1973, 1975; Y. Goodman, 1973, 1975; Gibson and Levin, 1975; Huey, 1968).

Perception: the process of becoming aware of coming to understand something through the senses.

Administration: the performance of the executive duties of an educational institution, business or the like.

Management: the process of designing, overseeing, and implementing the expenditures of manpower, facilities, materials, and funds needed to achieve goals and objectives. It requires the acceptance of personal accountability as determined by measureable results.

Significant Others: those deemed to have an important interactive functional relationship with the person's role being reviewed and excluding those in the same role.

Limitations of the Study

The findings of this research study were subjected to the following limitations:

- (1) The study was limited to responses to the questionnaire (73 tasks) concerning the degree of importance and degree of responsibility for certain critical tasks performed by Consultant/Specialists.
- (2) The study is also based on the results of selected interviews conducted with certain members of the volunteer popu-

lation in the study.

- (3) The questionnaire was responded to by Consultant/Specialists and those considered "significant others" (board members, superintendents, curriculum supervisors, principals/vice principals, classroom teachers and parents) in the participating suburban towns. The definition of the roles of Consultant/Specialist and/or perceptions of the critical tasks performed may vary in each town.
- (4) The study was limited to the population available within the suburban towns selected and may vary from other populations elsewhere.

Outline of the Chapters

The first chapter provides background information and rationale for the need to reconsider perceptions of the role of Consultant/Specialist in reading. The fact that problems are evident in performing the role is established, and a need to attend to those problems as perceived by others is addressed. The author establishes the purpose of the investigation, discusses its educational importance and describes the limitations of the study. Chapter I also includes the definition of several terms used in the study, pertinent questions to be answered, and a brief presentation of the proposed research procedures and methodology.

Chapter II includes a review of the literature relevant to the

topic and focuses on three major areas: (1) research that documents the need for examining the role of Consultant/Specialist; (2) research that reports the various problems and limitations associated with the role; and (3) research which presents a view of the role as perceived by school board members, superintendents, curriculum supervisors, principals/vice principals, classroom teachers and parents (as "significant others" associated with the role of Consultant/Specialist).

Chapter III details the design of the study and the procedures and methods employed in this investigation. This chapter also focuses on the treatment of the data, the written commentary, the interview analysis, the population studied and the sample selection employed.

Chapter IV presents the data, the demographic characteristics, and provides an analysis of the results of the data collected regarding the perception of the Consultant/Specialist as seen by those termed "significant others" and Consultant/Specialists themselves. This research also provides a design for consultants in other curriculum areas to use as one measure of their effectiveness in their particular consulting environment.

Chapter V presents a summary, conclusions, and recommendations for further research into the implications of the study.

The study concludes with a complete bibliography and appendices.

C H A P T E R I I

REVIEW OF THE LITERATURE

Introduction

This chapter presents a reporting of the literature relevant to this study. In the first portion of the chapter, literature depicting the evolving and inconsistently defined role of the Consultant/Specialist is discussed. The second section presents literature concerning the Consultant/Specialist's role as perceived by different groups: (1) school board members; (2) superintendents; (3) curriculum supervisors; (4) principals/vice principals; (5) classroom teachers; (6) parents; and (7) students. The third and fourth sections provide brief discussions of the literature available which concerns teacher certification and teacher training programs as they affect the role of Consultant/Specialist.

Role of the Consultant/Specialist

In 1965 H. Alan Robinson and Sidney Rauch first delineated seven major role functions. In their research they provided an analysis of the different roles the Consultant/Specialist can fill: (1) resource person, (2) advisor, (3) in-service leader, (4) investigator, (5) diagnostician, (6) instructor, and (7) evaluator. Their work provided a framework for other later studies, such as that by Heimberger

and Mangieri (1980). Robinson and Rauch saw the major responsibility of the Consultant/Specialist of the future as one in which the Consultant/Specialist assisted the classroom reading teacher. Their position was supported by Thomas (1967), who discussed the roles of secondary reading consultants; Miller (1967), who described the role of the reading consultant in private schools; and Jones (1967), who described the role of the reading Consultant/Specialist as it applies to four categories: (1) philosophy, (2) techniques, (3) materials, and (4) application.

However, during the 1960s and 1970s there was a shift in responsibility for reading instruction from the classroom teacher to the Consultant/Specialist, despite research evidence which supported the importance of the Consultant/Specialist as a resource teacher in any successful reading program (Spicknall, 1972; Mason and Palmatier, 1973; and Harker, 1973). This shift took the form of duplicating separate programs within the educational setting. Stauffer (1977) supported the classroom teacher as "in-class" reading teacher. Stauffer saw "pull-out" programs (classes in reading given in addition to or in place of the regular class) as a serious problem for any person attempting to fill the role of Consultant/Specialist since the classroom teachers are usually considered the best judge of what will happen to their youngsters both inside and outside of their classrooms.

Reading Consultant/Specialists, if permitted, can do much to improve reading instruction for the entire school. R. Robinson and N. Pettit (1978: 924) "suggested that the reading teacher's prime

responsibility should be in assisting the classroom reading program rather than serving as a referral teacher." Others, such as Mason and Malmatier (1973), Jurata (1975), Burgett (1976), H.M. Robinson (1976), and H. Alan Robinson and Sidney Ruach (1968, 1978) agreed. R. Robinson and N. Pettit mentioned in their article that "the professional world of the Consultant/Specialist is one of the inconsistencies and a multitude of responsibilities which need channeling into a resource role," while Mason and Palmatier stated that "the remedial reading teacher's job is like the Dutch boy at the dike trying to hold back the ocean with one finger." Somewhere between the two extremes must be a happy medium.

In a study conducted by the International Reading Association (1979), Consultant/Specialists were asked to check activities in which they spent 20 percent or more of their time. The four activities most frequently checked were: (1) remedial reading (usually given the greatest percentage rating); (2) diagnostic work; (3) developing instructional materials; and (4) teaching developmental reading. It is interesting and appropriate to note that in a society where so many people have difficulty reading and coping with reading-related materials and activities, the person most able to help the teacher by developing reading curriculum and, therefore, helping greater numbers of students become more proficient in reading spends the greater portion of the year working directly with remedial cases.

Clearly, there is a need for the Consultant/Specialists in the schools, but there is also little empirical evidence as to what their

best roles² or functions are in order for them to have a positive effect on the reading abilities of children. The main problem is the fact that the reading teacher of today follows job descriptions based on expectations of the past. Schools' answers to problems in reading have been to employ specially trained teachers and have them work with students on a referral basis, outside the classroom. It is also true that the abundance of government funding during the 1950s and 1960s and the increased interest in reading nationwide only served to reinforce the emphasis on correcting reading failure after it happened rather than preventing it in the first place.

In 1967 the International Reading Association sought to explain the ambiguity of this position by creating a pamphlet entitled: "Roles, Responsibilities, and Qualifications for Reading Specialists" (see Appendix 2). It was then considered by many that the "lack of clear-cut definitions of the reading consultant role may be one reason why services of a reading specialist³ might not be as effective as could be" (Cohen, 1977: 10). Indeed, the Consultant/Specialists often is viewed as one who works directly with teachers, administrators and other professionals to develop and implement the reading pro-

²Major roles for the Consultant/Specialists separate into four main categories: (1) instruction; (2) diagnosis and testing; (3) resource person (for parents, teachers and administrators); and (4) administration and planning. These four roles overlap with each other throughout the year and greater stress is given to each at certain times during the year (Bean, 1979: 8).

³Cross-referencing the two terms within one sentence is an example of ambiguity for the lay person who has diverse prior knowledge frames of reference.

program under the direction of a supervisor. However, such expansive descriptions imply that the Consultant/Specialist is all things to all people. This perception has the effect of forcing the Consultant/Specialist in many directions at once. There is, therefore, a need to specify the aspects of the reading program which will be the responsibility of a particular Consultant/Specialist in order to clarify the position and reduce any confusion that may arise.

The numerous functions of the specialist may be viewed on a continuum of different job functions. On one hand, Consultant/Specialists as "remedial" reading teachers generally have little opportunity to interact with teachers since they spend almost the entire day instructing students with reading problems. On the other hand, "reading consultants," who function as "resource" persons, may never work with children. These specialists spend much of their time on staff development (informal and formal). Between these extremes one may find many different arrangements. It is these gray areas which cause problems, especially for the consultant. The responsibilities of these professionals often come under the aegis of the principal, reading supervisor, special services or curriculum supervisor. Each Consultant/Specialist should have specific duties as part of a specific job description. However, each description may be entirely different as perceived by the different administrative personnel who formulate the Consultant/Specialist's job description.

The failure to define, in specific terms, the roles of reading personnel is a major problem, since confusion about roles and respon-

sibilities can reduce the effectiveness of reading programs. Each group within the profession is, as M.A.K. Halliday (1975) might say, "meaning along parallel tracks." It is, therefore, necessary "to learn how to mean" if we are to effect process considerations in reading programs and have others understand what (we mean) is being said and done. All school personnel must be informed of job descriptions so that misunderstandings do not occur and so that the best interests of the children are served.

However, despite attempts to clarify roles of specialists within the field of reading, the terms, referents or titles given to those who deal with reading teaching run quite a gamut: teacher, reading teacher, remedial reading teacher, corrective reading teacher, developmental reading teacher, enrichment reading teacher, resource reading teacher, resource consultant, resource specialist, reading resource specialist, reading resource consultant, consulting teacher of reading, reading therapist, reading supervisor and reading director. These diverse terms breed confusion among administrators, professional and lay people and cause them to make assumptions about the roles which are not necessarily true. It is also apparent that people who hold these diverse job titles do not always communicate the hierarchical order of their role functions. Several groups, most notably the International Reading Association in the 1960s, 1970s and 1980s (see Appendices 1, 2 and 3 for reference to 1968 guidelines, 1978 competencies and 1986 guidelines), have sought to lessen the confusion by creating guidelines and competencies for the various jobs related to

reading. (Today these guidelines are available from the International Reading Association offices in Newark, Delaware at a nominal fee.)

It should be noted that as the writer compiled the data for this doctoral study the International Reading Association (I.R.A.) updated the 1968 and 1978 Competencies and Guidelines into what appears to be a more concise booklet (18 pages) and somewhat less cumbersome format. It is entitled Guidelines for the Specialized Preparation of Reading Professionals (April, 1986). This booklet was not formally approved until September-October 1986 (see Appendix 3 for reference). This latest issue of guidelines seeks to clarify roles by placing them into three categories: I. Classroom Teacher (Roles 1-2); II. Reading Specialist (Roles 3-7); and III. Allied Professions (Roles 8-10). Eighty-three competencies listed under six main categories are presented. Levels of Competencies are also listed for each competency. The level of competency is noted as: 0 = Not Required; A = Basic Understanding; B = Intermediate Understanding; and C = In-Depth Understanding (see Appendix 3).

The Consultant/Specialist role and functions of that role must still become clearer to those who interact with the Consultant/Specialist. Although attempts have been made to define these different role functions by creating competencies, there is still much ambiguity and misconception of the role. Perceptions of school board members, superintendents, curriculum supervisors, principals/vice principals, classroom teachers, parents, and students need to be reviewed more closely.

Differing Perceptions About the Role of Consultant/Specialist

Principals/Vice Principals and the Consultant/Specialist

Disagreement exists among Consultant/Specialists and administrators on how they perceive the role of the Consultant/Specialist. However, both groups, when queried by Mangieri and Heimberger (1980: 529) expressed general approval of the seven roles sketched in 1965 by H. Alan Robinson and Sidney Rauch (see page 17) but they did not agree about the priority of the roles (see Table 1 on page 25).

Mangieri and Heimberger's study (1980: 529) listed seven roles for each group to prioritize. It was evident that school administrators viewed the role of the Consultant/Specialist much differently than reading Consultant/Specialists view it. The only agreement between Consultant/Specialists and school administrators was in giving a middle rank to the role of advisor. Table 1 that follows shows the inverse ranking of the seven aspects of the role by administrators and Consultant/Specialists.

The administrator's perception of the role of Consultant/Specialist might not include seven choices if administrators were to select from a larger category or asked to create the categories on their own. (The same might be said of Consultant/Specialists.) The major difficulty appears to be in perception of what the role entails.

If school administrators view the role of Consultant/Specialist as that of instructor, diagnostician and evaluator, then most of the time spent by the Consultant/Specialist will be spent teaching (reme-

Table 1
 Ranking of Consultants' Roles
 (Most Important to Least Important)

By School Administrators	By Reading Consultants
1. Instructor	1. In-Service Leader
2. Diagnostician	2. Resource Person
3. Evaluator	3. Investigator
4. Advisor	4. Advisor
5. Investigator	5. Evaluator
6. In-Service Leader	6. Instructor
7. Resource Person	7. Diagnostician

Mangieri and Heimberger (1980).

dial), testing and doing write-ups. Not much time will be spent giving in-service workshops, acting as a resource for teachers, and relating to curriculum needs. It is extremely important for the principal to be aware of other facets to the role since these other facets may be of direct benefit to the administrator at a later time. Of course, the ultimate benefit is to the students since the quality of their education would be enhanced.

Principals who have a less comprehensive perception of the role do not delegate authority to the Consultant/Specialist to develop reading curriculum or provide support for positive carryover into the reading program. Therefore, the principal as the one who oversees the instructional program can become a major force inhibiting the success of the Consultant/Specialist's service. If principals fail to assign responsibility associated with the consultant function, the

Consultant/Specialist runs the risk of being ineffective. When there is an "authority vacuum" (term used by Irwin, 1975: 4), programs may be deficient and curriculum changes may never materialize. The faculty should know whether the primary function of the Consultant/Specialist is to work with children who require special assistance or to function as a resource consultant. In order to do this the administrator must have a clear concept of the role and provide time for the clarification of the roles of the Consultant/Specialist.

Administrators who perceive the role improperly, frequently assign Consultant/Specialists the largest teaching loads (not necessarily in numbers but in preparation for classes). Principals then wonder why Consultant/Specialists find it difficult to conduct in-service programs, schedule classroom visitations, and chair textbook selection committees.

In addition to extra teaching preparations, principals often do not provide appropriate time allotments to complete tasks given. These administrators also do not adequately explaining available job services of the Consultant/Specialists to other personnel as well as to the Consultant/Specialists themselves. While the former causes the Consultant/Specialist to become overburdened by the number of tasks to be accomplished, the latter causes the various groups who come in contact with the Consultant/Specialist to have diverse perceptions of the role.

A reverse problem occurs when Consultant/Specialists lack clear perception of their own role. For example, if the principal perceives

the Consultant/Specialist's function as that of resource consultant and adds more in-service and in-class duties to the role while the Consultant/Specialist subscribes to the remedial reading teacher role, a conflicting situation is generated. Sometimes, unwittingly, Consultant/Specialists over-subscribe their time to the students who come to them for remedial help. Unfortunately, this can easily outweigh other priorities of the role. It is then that Consultant/Specialists actually support the "authority vacuum" created by the principal.

In a study done by Klepack (1974: 28), it was found that "instructional leadership (resource help) provided to classroom teachers accounted for the difference in pupils' reading achievement more so than did any of the other factors." These findings are consistent with the works of Lieberman (1973), Clark (1972), Weber (1971) and Levine (1967). The principal can, therefore, be the primary force in helping the Consultant/Specialist become the appropriate leader of language arts instruction, thereby assisting in raising the achievement scores of all students.

In schools where their role as consultant has been accepted by the administration and teaching staff, reading resource teachers (specialists)⁴ spend most of their release time conferring with teachers about (1) grouping, (2) materials, (3) diagnostic procedures and (4) other common concerns of

⁴Smith (1970) makes reference to reading specialists as reading resource teachers. The consultant is also the reading resource teacher and a specialist.

elementary teachers. Whereas in schools where the reading resource consultant/specialists' work has not been effectively established, the reading resource teachers work ineffective, but more impersonal, ways to improve the instructional reading program in their schools. (R. Smith, 1970: 3)

According to R. Smith (1970: 1), the "primary role of the school principal is to provide instructional leadership." An examination of the required academic preparation for school principals shows that the emphasis of a principal's preparation is on administrative procedures and technical knowledge. Curriculum development is definitely a minor part of most training programs for principals (Smith, 1970: 1). Since principals are not always prepared as curriculum specialists, they should be able to look for guidance from reading personnel. Therefore, the principal's perceptions of the role of Consultant/Specialists indicate a need to adjust thinking in these areas (curriculum development, staff development, in-service workshops).

Classroom Teachers and Consultant/Specialists

Since there has not been significant agreement between Consultant/Specialists and administrators, it is little wonder that there is also little agreement between principals and classroom teachers on the subject of specialists.

Teachers typically report more reading specialists in their schools than do principals when surveys are taken. Apparently, teachers classify a wider range of school personnel as 'reading specialists' than do principals. Resource teachers characteristically are defined as specialists whether they have reading degrees or not. (Cohen, 1977: 3)

As far as teachers are concerned, the title "resource person and/or teacher" is usually accorded to librarians, media specialists or special education teachers, and not to Consultant/Specialists. Regardless of the skills of a resource person or Consultant/Specialist, institutional policy and practice can inhibit or destroy their effectiveness when they attempt the resource role with teachers. Any specialist must become knowledgeable about the social systems and institutional policy in which they work and must be taught to work effectively within those systems (Bean, 1979: 413). Consultant/Specialists who are not aware of the climate of the school system in which they work will be sidestepped into a corner, both literally and figuratively. They will be left to themselves to work in some out-of-the-way school room to continue pull-out programs (labeled "pull-out programs" by Bean and Eichelberger, 1985).

Consultant/Specialists may be labeled "winners" or "losers" by their fellow teachers--often on the basis of circumstances over which they have no control. "They may find themselves applauded one minute as holding the key to every reading problem and condemned the next for not being able to correct the problems quickly enough" (R. Robinson and N. Pettit, 1978: 923).

The typical relationship between the Consultant/Specialist and teachers is one in which the Consultant/Specialist instructs selected students (outside the classroom) and provides no other services to the teacher. Many of the teachers whose students receive this type of instructional service have few opportunities to see, be seen, or talk

with the Consultant/Specialist because the Consultant/Specialist typically pulls the students out of the classroom and has a preparation period at a time not shared by the teacher.

In addition, teachers are often reluctant to work with a Consultant/Specialist whom they fear may evaluate them unfairly because of a lack of understanding of the problems involved in teaching in a classroom setting.

Some teachers are actually threatened by an "expert" who is going to tell them what to do in their classroom on the basis of seeing the child a few times on a one-to-one basis. Good teachers especially find it hard to acknowledge that an outsider (that is someone who is not on the day-to-day classroom schedule) can succeed with their more challenging pupils. (Finkelsten, 1978: 289)

Working in the classroom with the teachers is one of the most difficult roles for the Consultant/Specialist. Universities and colleges have traditionally not prepared either classroom teacher or Consultant/Specialist to work with others in team teaching situations. Therefore, neither group has the background or educational experiences to allow for effective teaching in this manner. A double problem then exists since teachers are reluctant to share their domain with another adult and Consultant/Specialists hesitate to make an authoritative decision when they feel lack of administrative power.

Nevertheless, there is evidence that classroom teachers value a consultive role for the reading specialist. In a study by Bean (1979: 410), three of the four most highly valued roles (as perceived by classroom teachers) of the Consultant/Specialist were those demanding

that the Consultant/Specialist function as a resource to the teacher by doing in-service programs, developing materials, and conferring with teachers. Instruction with the children was rated fourth in value by the teachers. Teachers felt they tended to value most the role that enabled them to become better instructors of reading.

Bragstad (1971: 9) found that teachers also tended to give top priority to four characteristics descriptive of a consultant: (1) strong academic background, (2) creativity, (3) enthusiasm, and (4) good with personal relationships. Consequently, they welcomed resource help with materials that might be offered from a person they considered an open, caring Consultant/Specialist. This is in contrast to previous statements which portray the teachers as cool to anyone wanting to share their room with them. Teachers perceive Consultant/Specialists both as someone they do not necessarily want team teaching with them, and as someone whom they can welcome as resource help. This dialectic role, if not clearly defined, creates problems and hurts the learning of the students that both groups seek to serve.

Board Members, Superintendents, Curriculum Supervisors and the Consultant/Specialist

Research available does not reveal any studies relative to school board members', superintendents' and curriculum supervisors' perceptions of instructional programs in reading nor of the Consultant/Specialists who teach in these programs. There is nothing which appears in the research relative to school board members' perceptions

of their own roles nor of the role of specialized personnel who function as teachers in the programs for which school board members create policy.

Basically, the same is true of superintendents. Research literature does not record studies of superintendents' perceptions of instructional programs in reading nor perceptions of the Consultant/Specialists who teach in these programs. There is also nothing in the research which relates to superintendents' perceptions of their own role nor of the superintendents' perception of the specialized personnel who function as teachers in the programs for which the superintendents supervise their school system as administrative leader.

Research is also sparse concerning curriculum supervisors. The research does not reveal studies about curriculum supervisors and their specific role much less their perceptions of instructional programs in reading nor the specialized teachers who teach in these programs. There is also nothing which appears in research relative to curriculum supervisors' perceptions of the specific role of Consultant/Specialists. Interaction among specialists in curriculum within the educational setting is paramount for achieving curricular goals and perceptions of interaction among personnel in diverse curricula areas is important for success. Little, if any, literature exists which supports either the curriculum supervisors' perception of their own role or the role of others.

Parents and the Consultant/Specialist

The research literature available does not reveal studies of parents' perceptions of instructional programs in reading nor of the Consultant/Specialists who teach in these programs. There is also nothing which appears in the research relative to parents' perceptions of the specific role of Consultant/Specialist. While the interaction with the home is an important and necessary function of the job of any teacher, including the reading teacher and the Consultant/Specialist, little literature exists which supports this.

There is much data to support the critical role of the parent and the home environment in influencing children's educational achievement (Becker and Epstein, 1982; Gallegos, 1982; Jencks et al., 1972; Miller, 1971; Pines, 1966; McLaughlin, 1965). Creating greater linkages between the home and school allows some people previously denied access to the political process an opportunity to participate; it also encourages greater harmony within the home environment relative to the school setting (Becker and Epstein, 1982: 86).

Today in view of the economy, budget and funding cuts, no school can operate successfully without community acceptance. When the community understands, accepts, and believes in the reading program, the support they are able to gather is of prime importance for the Consultant/Specialist. Positive images of the reading program may be fostered by communication from the Consultant/Specialist to parents about the services and resources of the program.

Although it is generally a common practice for the Consultant/

Specialist to be in close contact with the parents of the special group being taught, many schools do not have a specific, planned communication and articulation program for parental communication unless there is a director or supervisor of reading. There are also programs, policy concerns and problems which need to be presented to the entire community as well. In places where there is no supervisor or director the Consultant/Specialists must do this as part of the role expectations created in their particular environment. And if administrators take on this responsibility as their role expectation input, the Consultant/Specialist may or may not be solicited.

Everyone, including the teacher and the Consultant/Specialist, must realize that the home provides the richest base for encouraging eagerness to learn. This realization becomes a major responsibility for the Consultant/Specialist. It is necessary to strengthen and clarify this bond to parents.

To assess Consultant/Specialists' effect on change in program, it is important to perceive where parents are "coming from" and how the changing society affects curriculum as parents perceive it. In 1969 Nila Banton Smith heralded the role of parents in reading programs of the future:

Parents will have more and more to say about the schools in the future and it is hoped that through public relations mediums more information can be disseminated concerning the complexity of the reading process and its many ramifications. (N.B. Smith, 1969: 471)

Smith saw public relations as a strong determinant of positive reading

program ethos. There is a need for Consultant/Specialists in the 1990s to deal with parents not only in terms of public relations but as prime movers of program.

Students and the Consultant/Specialist

Research studies have been conducted to reflect students' "real world" reading needs (Mauro, 1979; Taylor and Waynant, 1978; Olson, 1977); preferences for various materials (Mendoza, 1985; Western, 1979; Greenlaw and Wielan, 1979; Fraser, 1978; Swain, 1978; Favat, 1977); motivation (Heathington, 1979; Koenke, 1978; Tierney, 1978); attitudes toward reading (Tillman, 1984; Meeks, 1983; Brown, 1979; Meyers and Paris, 1978; Denton and Aaron, 1978); and self concept (Rieff, 1985; Carvo, 1984; Chapman and Boersma, 1979; Scheirer and Kraut, 1979; Carsette, 1978; Backer, Wooden and Muller, 1977; Mangieri and Olsen, 1977; Rubin, Dorle and Sandidge, 1977). There does not appear to be, however, any recent research which addresses students' perceptions of either reading teachers or the role of Consultant/Specialist.

However, one factor which may affect the Consultant/Specialist's effectiveness is student perception of programs for regular classes and specialized classes. Leaving the regular classroom and being perceived as unlike your peers is usually devastating to students who need help. The student's perception of the "expected" and degrees of "net worth" for accomplishment achieved in either situation (in class, out of class) can be a problem for students. Often the expectation

of particular students differs greatly from what the adult (teacher and/or parent) had in mind.

Students are also highly confused by all the titles, labels, and programs created [Title I, Chapter I. PL94-142, Education and Evaluation Remedial Assistance Act (E.E.R.A.), etc.]. They are often "desensitized" by the reports, meetings, testing, and "jargonese" to which they are subjected. Students know when they are being monitored and given special testing. They know that folders and records are being kept; when each parent-teacher session is held; when their parents have been called; and times when special meetings are held. When this happens year after year, how can they help but feel they have a major problem?

The writer believes that the Consultant/Specialist, as an advocate of in-class instruction for reading, can best help the student improve self-perception and reading ability by consulting with the classroom teacher(s) about the strengths and weaknesses of the particular student's reading ability and providing tangible working materials for classroom involvement. These materials should be created with student knowledge, input and interaction in the process. All three (student, teacher, and Consultant/Specialist) would then become a team with a common purpose in mind.

Teacher Preparation Programs

The preparation of new teachers in the field of education is an

extremely important and complex task. It cannot be expected that everything presented in teacher preparation course work will be mastered upon graduation. One cannot anticipate every situation or problem that will occur. The content of coursework and those being taught (new teachers and students) constantly change. Therefore, within that system an on-line service manager (or Consultant/Specialist) should be available to assist both teachers and students.

The future of education in a technological society depends upon the ability of the teaching profession to anticipate, plan for, and give direction for change(s). The future of reading programs which turn out proficient readers depends on the farsightedness of particular groups of educators within the field of reading to: (1) plan and give direction for reading programs, (2) develop methodologies which support trained professionals, (3) provide a better climate for learning and (4) strengthen support systems for maximum learning to occur. There are those who are convinced that preparation for teachers is inadequate and that children suffer because of ill-prepared, miseducated teachers.

Teachers have the lowest level of preparation of any established profession. Indeed, the amount of preparation in terms of hours involved is less than in many of the organized trades. While other professions have responded to an increasingly complex society with extended preparation, teaching has remained constant or even declined.
(J. Smith and Street, 1980: 142)

If teachers in general are ill-prepared, then it follows that teachers

in specific disciplines are also ill-prepared. This could be considered true of the Consultant/Specialist's role but it does not necessarily follow. What is needed is that Consultant/Specialists with their experience and expertise help provide a supportive, helping climate for teachers and the students they teach (both in content areas and in reading).

Referring to teacher preparation in general, Pesau and Orr (1980) stated that money allocated to colleges and universities for teacher education was less than for the other programs. Elementary teachers average 36 semester hours while secondary teachers average 26 semester hours of preparation. Some states still have only 15 semester hours required for secondary preparation. It is common knowledge that state higher education agencies, and the colleges and universities they fund and control, consistently allocate the lowest level of resources to teacher education through their funding formula.

Pesau and Orr in their articles revealed that the amount received by teacher education for its students per year (\$927) is two-thirds of what the public schools receive a year for each student (\$1,400), and is far below what universities receive for other programs. Thus, preservice teachers are doubly jeopardized: they get the least amount of instructional time and the least amount of money.
(Pesau and Orr, 1980: 101)

In order to acquire these needed competencies, it is crucial to delineate specific titles and job descriptions for reading personnel. However, these titles cannot be only profession specific but also they need clarification to be easily understood by others (superintendents,

principals, coordinators, special services personnel). Those involved in the reading profession, therefore, have to actively seek to make others aware of their roles so that "hit or miss" servicing of students does not take place.

Robert B. Howsam (1981) criticized the teaching profession in general and spoke out in favor of extended preparation of all elementary and secondary teachers.

Teachers cannot be hired hands carrying out rule-directed behaviors under the direction of managers and supervisors. They must be professionally directed and collaboratively oriented. They must possess all of the 'professional culture'⁵ available prior to entering service. This means strong and relatively protracted preparation. (Howsam, 1981: 332)

Consultant/Specialists find themselves torn in two directions by the comment about teachers being hired hands under managers and supervisors. They often find themselves in neither category, that of teacher or of managing supervisor. They often are in the building but placed outside the realm of what is really happening in school.

In addition to the problem of general preparation for reading professionals, there is also the problem of preparation of diverse reading professionals. This problem was brought to national attention in 1961 by the Harvard-Carnegie Report on Reading (Part 1 by Austin and Guttman; Part 2 by Austin and Morrison). The report(s) also rec-

⁵"Professional culture" is an interesting term that denotes the specific and connotes the general aspect of the role of teacher. This duality is true of the role of the Consultant/Specialist as well.

ommended that more methodology courses be devoted to reading instruction. Yet, of the 22 recommendations made in these reports, a number of them still have to be implemented. (Austin noted, incidentally, that the students questioned by the Harvard-Carnegie study group indicated that they had "impressive awareness of the weaknesses of college reading courses . . .") This was true in 1961, and twenty-five years later it is common knowledge that education courses are not regarded as a key priority item for instilling lasting feelings of knowledge of teaching and empowerment for the student in the field of education.

Another study (Squire, 1961) conducted by the National Council of Teachers of English (N.C.T.E.) examined data from 569 institutions for teacher preparation in elementary schools and revealed that there were pronounced deficiencies in the preparation of teachers of English. This study contended that "poorly prepared teachers of English (including reading teachers) had created a serious national problem and deficiencies in English instruction which had become almost commonplace" (Squire, 1961).

In 1964 Gross asked 645 elementary education students for their self-estimates of ability to teach reading in comparison with ability in eleven other school subjects. The prospective teachers ranked reading first, but this ranking is only relative and gives no indication of actual teaching ability in reading and other subjects. In 1966, Oyster reported, on the basis of a questionnaire study, that more than one-fifth of the 711 reading specialists she surveyed in 15 states had taken no practicum course, but apparently would have liked such a course. Furthermore, in states having a certificate for reading specialists, 31 reported holding such a certificate. (Oyster, 1966: 456)

Twenty-one years have passed since these studies and in 1987 the same problems of teacher preparation, course methodology, role specifications and competencies are still present. The comment remains credible today that, if teachers are not effectively prepared, they then cannot experience the advantages of being properly educated. Therefore, they cannot support professional training for others. This then becomes a cyclical problem which only compounds itself as more problems are added. School systems also contribute to the problem by presenting low levels of esteem for teacher education in general (low pay, long hours, extra duties, etc.). School systems often resort to sporadic in-service education rather than demanding certified course work and better initial preparation. Actually, teacher organizations and teachers themselves have not really demanded top-notch teacher preparation programs. On one hand, teachers continue to allow themselves to be subjected to quantity rather than quality in their initial preparation as teachers. On the other hand, teacher organizations concern themselves with legal and supportive services to help those in education in the field of education. Their focus is, therefore, not on "new" teachers.

Currently, instead of looking at "the process" of education for teacher training, the "product"--that is, the teacher--is being examined. Teachers will subsequently have to pass additional tests for certification. In Connecticut, for example, beginning in 1985:

. . . prospective teachers will have to pass two tests, one at the beginning of their training and one before certifi-

cation by the state.

Students seeking admission to any of Connecticut's 14 teacher-preparation programs will be required to take a basic skills examination in reading, writing and mathematics. Those who fail will be offered remedial classes and the opportunity to take the test again.

The second test will come at the end of the teacher-training programs, and prospective teachers will have to pass an examination for the field in which they are seeking certification. Passing this test will be a requirement for initial certification by the state.

Connecticut is the fourteenth state to adopt some form of competency testing for prospective teachers. The teacher-testing movement came as a result of national reports showing that an increasing number of teachers have not mastered the basic reading, writing and arithmetic skills they are supposed to teach. (Sneider, 1982: 29)

Clearly, the problem, as it relates to the reading profession, is that the "process" of reading instruction as well as course content needs attention, as does the delineation of the particular role of Consultant/Specialist and the preparation for that role. If public support continues to decline, and if teaching standards continue to go down, the intellectual and economic future of this nation is threatened. It is imperative that everyone realize that the quality of education in this nation can rise no higher than the quality of teachers. Therefore, if the preparation of teachers is as poor as is alleged (Sneider, 1982; Howsam, 1981; Street and Smith, 1980; Pesau and Orr, 1980; Boyer, 1981), the reading profession must actively seek to upgrade college and university programs for reading in addition to specific requirements for those who are involved with the teaching of reading.

Another problem is that most teachers are hired on the bachelor's degree level, having only one or two courses in reading. It generally takes three to four years to complete a master's degree when going to college part-time while working. Some states have 10 year time spans for completion of the master's degree (Connecticut). Also, bachelor's degree level teachers do not generally start their degrees until they get tenure (three years) and cannot take a sabbatical until they have taught seven years. Therefore, the general rule is to complete requirements piecemeal. The point being made is that teachers are generally 28 to 30 years of age before they have the advanced degree.

These teachers have, therefore, been teaching reading either consistently or intermittently (sometimes as combination courses or as courses from entirely different disciplines) during those eight years. Unless they have a cooperative working experience with a Consultant/Specialist, they have most likely been gaining knowledge through trial and error in the classroom. This, in itself, is a good argument for the Consultant/Specialist to take on a greater consulting role to help all teachers.

Finally, a review of the specification listings for reading specialists (1964, 1968, 1976, 1978; see Appendices) indicates a progressive complexity in format and a lack of clarity in content. Attention should, therefore, be directed towards simplifying form and achieving greater clarity for "others" associated with the role. Perhaps an updated handbook, specifically designed for administrators and parents, should be created, since the checklist for the 1976 and 1978 specifi-

cations is much too complicated for a layperson to understand. (Flow charts and diagrams would be much more helpful.) Once such clarification is achieved and specific roles are delineated, there will be greater understanding among all concerned with respect to all roles, especially that of the Consultant/Specialist.

Certification: More Problems for the Consultant/Specialist

In view of the onset of teacher competency testing, colleges and universities must actively deal with their specific population to prevent problems before they happen, providing a support system for students to develop their own unique potential. Professors must be dedicated to providing help, tutoring, or direction as needed to all students in their classes, especially those who experience difficulty.

In 1969, Austin discussed the I.R.A. standards which used the umbrella term "reading specialist" and referred to the minimal requirements for such "reading specialists":

As a minimum, it has been recommended that the reading specialist possess (1) a master's degree, (2) demonstrated success in the classroom, (3) an apparent desire to greet change as an opportunity for personal growth, and (4) skill in gaining respect and empathy with teachers and pupils. She/he should also fulfill the standards formulated by the International Reading Association. (Austin, 1969: 303)
(See Appendix 2 for further clarification.)

A statement such as this is ambiguous and somewhat idealistic. Again, problems are raised. If each teacher of reading is termed "reading

specialist" and the minimum requirement is a master's degree, then any teacher teaching reading would need a master's degree in reading (proposed Connecticut certification amendments for those teaching remedial/corrective, and some developmental reading courses). This is not the case across the United States. It is a common fact that teachers teach reading classes without degrees in reading as well as a fact that there are people teaching who do not have master's degrees (especially at the secondary level, 7-12). This was true in 1969 and it is still true in 1987. Nine years after 1969 (1978) the International Reading Association had updated its standard twice and set criteria. There are still specific problems with the role in general as with the specific role of Consultant/Specialist. In 1983 the I.R.A. was still seeking to clarify the role of "reading specialist" using the generic "umbrella" term.

Another problem stems from requiring many different courses for the master's degree. What courses actually constitute a master's degree? And what content is found within these courses? Colleges and universities have their own criteria for courses offered (meeting minimum state guidelines). The difficulty is that differing levels of preparation and concentration are created. However, many rely too heavily on a clinical approach for a degree in reading [usually six to nine credits for clinic (lab) courses]. Instead of relying so much on this approach, colleges and universities must help students understand the theoretical and psychological foundations of learning to read and provide students with practical applications and suggestions

of sources for locating additional information.

Still another problem in obtaining a master's degree in reading for certification is the perception by administrators and classroom teachers of the degree's necessity. It is common knowledge that not every teacher wishes to have a master's degree in reading, especially if they would then teach reading only one or two classes a day or every other day. Most teachers have a general education and are not certified in reading or any other subject. In fact at the upper level (grades 7-12) most teachers cross content area subject lines. As reading is not considered a core course as are English, math, science, and history, the reading classes are often lumped together with special classes which meet every other day (e.g., music, art, physical education, industrial arts, home economics and foreign language). Since reading is grouped with secondary courses, it is considered as such. Therefore, why would highly trained and highly paid individuals requiring certification be needed to teach the courses? Most small school systems are not going to follow criteria for certification unless mandated by law or threat of a lawsuit for non-compliance.

In the 1980s people are looking for advanced degrees which provide a cushion or an entry into other more lucrative jobs (computers, technology, science, math and business). Statements often heard are: Why get a higher degree in reading at great monetary cost in an economy which threatens cutbacks? Hence, teachers want degrees which lead to job security and/or can be used as a springboard into business. Legislation and special education groups have already usurped from

the trained reading teacher any real authority within the school system today. This is perhaps one reason why reading organizations--national, state and local--are experiencing a decline in membership and attendance at conferences (Connecticut, 1982).⁶ They have spread themselves too thin; do not have legislative clout; and do not really provide support or an overriding framework for teachers who need their help. This is especially true of reading organizations. They generate quantity, but not necessarily quality.

Teaching must be recognized as a full-fledged profession. It is necessary to establish and enforce pertinent standards as well as certain certification updates for the teaching profession. This means setting entry standards into the profession as well as exit standards for certification. This also means developing standards for those already in the profession. Some of those standards of certification exist, some need to be redefined. Establishing effective standards for salaries, working conditions, certification and professional development will ultimately attract and retain skilled individuals who are essential to effective schools.

Summary

Athough much research has been generated concerning the teaching

⁶Taken from state and local chapters of reading association records for 1982 which indicate decreases or maintenance levels of membership.

of reading and language arts, the role of the Consultant/Specialist as it relates to program development, staff development and specific training methodologies is still not clearly defined. In the early 1960s the term "consultant" was not delineated but would then have been synonymous with the term "supervisor." In one form or another there were always special teachers of reading: supervisors (directors), teachers in higher education (professors), teachers in clinics (clinicians), developmental and remedial reading teachers (classroom teachers); however, the term Consultant/Specialist came into being because of increased funding and the efforts to help more students learn to read, as a result of post-Sputnik panic, low test scores and research generated from studies begun in the late 1950s.

Presently, the list of job responsibilities delegated to Consultant/Specialists under the umbrella term "specialist" can allow jobs/duties usually ascribed to the Consultant/Specialist to be the responsibility of a remedial reading teacher. In general, each title signifies one job: teaching reading to students significantly below level and meeting with school personnel to discuss students and programs. For lay personnel, parents and students, the two jobs (Consultant/Specialist and remedial reading teacher) are often confused and consistently combined into one job even though the job of Consultant/Specialist has a higher level of preparation (schooling) and responsibility. The negative connotations of confusing the two roles are apparent and do not work in favor of the Consultant/Specialist.

Specifically, the Consultant/Specialist's role presents an interesting contradiction since that individual can either passively reflect a realized or unconscious mismanagement of the school or may actively take the role of change agent in the particular educational setting. This present dialectic constantly pulls the Consultant/Specialist between teacher expectations and administrative demands. The Consultant/Specialist is traditionally recognized as neither teacher nor administrator (with authority to deal with the problems).

In 1976 Baker voiced the opinion that "instead of assuming the quasi-administrative role which is traditional, the consultant should be made a special administrator with power equal to that of the building principal" (Baker, 1976: 8). The Consultant/Specialist must fully understand the forces operating within the school environment. A broad knowledge of both reading methodology and theories of administration would also be necessary.

At present, Consultant/Specialists have to assume many different functions in the schools. In addition, they are also given numerous other responsibilities and tasks which demand that they acquire excellent organizational and administrative abilities. The role of Consultant/Specialist thus becomes a very difficult one to fill. Since Consultant/Specialists often have a large amount of record keeping and other paperwork, they can easily become overloaded and ineffectual unless sufficient "release time" is allowed for the efficient performance and management of their roles. Lewis and Meil (1972: 44) cautioned that "greater emphasis should be placed upon

helping teachers to isolate the professional components of their work."

At a time when effective teaching of reading is considered critical and when methods of teaching reading are becoming increasingly complex, a Consultant/Specialist can be a valuable resource not just for a few children but for the entire school. However, it is usually not a typical procedure for the "specialist" to give suggestions to the teacher or provide diagnostic feedback or special materials. The Consultant/Specialist is almost always found working in a separate program of teaching reading apart from the regular program. This may, in part, be due to the fact that funds for reading programs are specially designated funds for use with certain designated criteria applied to selected "disadvantaged youth" (E.E.R.A.) or mandated by state programs and laws (Chapter One, PL-142).

An important part of the Consultant/Specialist's program necessitates becoming involved with other "specialized" programs found within the school. Special services, specialized testing, curriculum and content area considerations all involve input from the Consultant/Specialists. In addition, Consultant/Specialists must be available to meet with school administrators (i.e., reading supervisors, principal, vice principal, curriculum supervisors and special services directors as the need arises). However, time also has to be provided during the day to meet with other school professionals: school psychologist, social worker, speech clinician, guidance, resource and special education teachers, team leaders and classroom teachers.

Isolated meetings can become time consuming. Too much energy can be spent keeping all members informed unless a coordinated series of meetings is set up. These meetings can drain heavily on the Consultant/Specialists' time since they are the ones who usually give the initial testing batteries (reading) prior to other specialized testing given. Therefore, the Consultant/Specialist is involved in preplanning, assessment, placement and parent conferences for routine school requests and those of special services. This aspect of the job uses up large segments of time and creates problems when the Consultant/Specialist has a full complement of students to remediate.

Taking into account that Consultant/Specialists are expensive⁷ and a relatively valuable resource, they must be employed in a way which suggests maximum efficiency and performance. How effective can programs be which have small groups of students leaving the classrooms for extra reading help when the classroom reading program may not support the Consultant/Specialist's efforts? Often these programs tend to counteract the efforts of the Consultant/Specialist when students return to the classroom. The students get a "double dose" of reading, but how effective is it?

Data show that when the Consultant/Specialist works closely with the teacher, the teacher tends to use more sophisticated individualization techniques for the whole class.

⁷Many Consultant/Specialists have master's degrees and course work beyond that level (6th level). Therefore, they usually enter this job assignment at higher levels of pay. However, many people labeled Consultant/Specialists do not possess appropriate credentials.

One cannot prove that the cooperative relationship between the teacher and the Consultant/Specialist is the cause of more sophisticated instruction but the consistency of the relationship suggests this may be the case. (Cohen, 1977: 11)

Clearly, the Consultant/Specialist should be involved and active as a resource person within the school climate.

Consultant/Specialists should act as consultants to help teachers. Teachers can use Consultant/Specialist services to enhance the curricular program in the educational setting. The Consultant/Specialist should act as a Consultant/Specialists and not as another teacher of reading.

It should be noted that as the role of Consultant/Specialist continues to change, it must change and evolve as school environments change. Those educators concerned with focusing on the generic aspects rather than specific terminology should pay greater attention to the particular role of Consultant/Specialist and the problems associated with that role. The critical factors underlying each of the observations presented in this paper indicate the need for change with respect to the role. One factor is the availability of time to comply with job expectations, the other is the lack of authority relegated to the position of Consultant/Specialist. The introductory quote from the White Queen to Alice in Through the Looking Glass by Lewis Carroll aptly records the frustrations of the conscientious Consultant/Specialist. Characteristically, there is so much to do and not enough time to do everything. Therefore, it becomes extremely

easy to give cursory lip service to many aspects of the role and to retreat into the womblike safety of a clinic (the reading lab), closet or storeroom office, and work with small groups of students. However, those individuals who are deeply involved in the reading process and interested in reading as a priority subject have a desire to help all succeed in reading and develop a love for reading. To do this, every Consultant/Specialist must be made aware of how they can affect the total program and develop curriculum.

CHAPTER III

METHODOLOGY

Introduction

This chapter describes the organization of the study from its inception and includes participants, instruments employed, and procedures utilized in collecting, collating, and reviewing the data.

A comprehensive review of the literature in the previous chapter revealed that the title "Consultant/Specialist" covers a wide variety of tasks and responsibilities and the role as described is far from being clearly defined. In addition, diverse groups involved with Consultant/Specialists had their own sets of descriptions for the job. These descriptions were neither consistent with each other, nor were they designed in logical or reasonable categories for people who hold the position.

A number of studies (Ivers, 1975; Del-Val, 1976; Williamson, 1979; Mosby, 1982; etc.) have explored the role of the Consultant/Specialist from the point of view of the: consultant, principal, classroom teacher, and supervisor. Only one of these studies addressed conflicts in role expectations and that study came to no helpful conclusions (see Ivers, 1975). Studies also have not attempted to address the context of the role as it applies to the "consultative process" itself and its relationship to the specific components implied by the term "consultant." Therefore, it was decided to design

a study which samples the perceptions of diverse professional and non-professional groups who interact with the Consultant/Specialist: (1) school board members; (2) superintendents; (3) curriculum supervisors; (4) principals and vice principals; (5) Consultant/Specialists themselves; (6) classroom teachers; and (7) parents. Other areas to be explored are the application of the "consultative process" itself to the role of Consultant/Specialist as well as perceived differences by others in the consultative process as all inclusive or mutually exclusive of the role.

Development of the Tasks and Questions

The initial step for this study was to prepare a list of critical tasks taken from a variety of current job descriptions. Job descriptions were reviewed from among those being used in area towns employing Consultant/Specialists. Several other sources were reviewed: (1) International Reading Association publication Guidelines for the Specialized Preparation of Reading Professionals (1969, 1976, 1986); (2) Gehhard Falk's article "The Academic Department Chairmanship and Role Conflict"; and (3) doctoral studies completed by Ivers (1975), Del Val (1976), Williamson (1979) and Mosby (1982). When the Guidelines for the Specialized Preparation of Reading Professionals from the I.R.A. were reviewed, only the role of the Consultant/Specialist (Role number 5, entitled reading consultant/reading resource teacher) was reviewed and examined. In all, approximately 150 tasks were men-

tioned in these sources and many tasks had overlapping role functions. These were modified or discarded. Those which did not give attention to the role of the Consultant/Specialist were also discarded. The 150 tasks were pared down to 102 tasks. These were then further reduced. Seventy-three tasks remained and these were incorporated into the final questionnaire. The majority of these tasks came from the 1986 I.R.A. Guidelines. Falk's article on roles of department chairmen provided a reference for subcategory delineation for the questionnaire. Finally, the studies done by Ivers (1975) and Williamson (1979) provided insight into the perceived roles of Consultant/Specialists. The final list of seventy-three (73) critical tasks was compiled and divided into three main categories:

Table 1

Questionnaire Tasks (73 Tasks Contained in Questionnaire)

I. ADMINISTRATION/MANAGERIAL/INSTITUTIONAL

A. Materials/Supplies:

- | | |
|---------------|--|
| <u>Task 1</u> | Assigns books, texts and consumable supplies to faculty members. |
| <u>Task 2</u> | Maintains records of books, texts and consumable supplies assigned to faculty members. |
| <u>Task 3</u> | Assigns equipment (audio-visual materials) to faculty members. |
| <u>Task 4</u> | Maintains records of equipment (audio-visual materials) assigned to faculty members. |
| <u>Task 5</u> | Oversees the maintenance and repair of classroom equipment (audio-visual materials) for reading. |
| <u>Task 6</u> | Prepares long-range plans for books, supplies and equipment. |
| <u>Task 7</u> | Assigns workspace to faculty members. |
-

Table 1, continued

B. Scheduling/Assignments:

- Task 8 Assigns teaching schedules for reading classes to faculty.
Task 9 Recruits full-time department faculty members.
Task 10 Assigns students to the Developmental Reading Program.
Task 11 Assigns students to a short-term Corrective Reading Program.
Task 12 Assigns students to a semester course in Remedial Reading.
Task 13 Oversees the Reading Program operation on a daily basis for the particular school(s) in the system.

C. Policy Formation:

- Task 14 Formulates recommendations relating to faculty use of materials in reading.
Task 15 Develops departmental standards, policies and procedures for selecting applicants for teaching reading.
Task 16 Determines class size policies in reading classrooms.
Task 17 Approves class entry/exit policy for students.
Task 18 Corresponds with administrators and/or others from other school systems regarding student transfer records.

D. Fund Raising:

- Task 19 Seeks funds for the Reading Department by promoting fund raising activities (food sales, book sales).
Task 20 Seeks funds through grant writing.

E. Budget Concerns:

- Task 21 Prepares the Reading Department's budget for submission to the central administration office.
Task 22 Oversees the internal allocation of budget funds.
Task 23 Approves departmental purchase requests.

F. Public/Community Relations:

- Task 24 Prepares departmental public relations program.
-

Table 1, continued

-
- | | |
|----------------|---|
| <u>Task 25</u> | Maintains public relations with relevant community agencies and/or the media. |
| <u>Task 26</u> | Develops town/city-wide activities to promote reading as a community activity (Readathons, Bookathons, etc.). |
| <u>Task 27</u> | Participates in community service projects to promote reading. |

II. CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT

A. On-Site, In-Service Programs:

- | | |
|----------------|---|
| <u>Task 28</u> | Organizes and/or conducts in-service education programs for faculty members teaching reading classes. |
| <u>Task 29</u> | Organizes and/or conducts in-service education programs for faculty members in Content Area subjects. |
| <u>Task 30</u> | Organizes and/or conducts in-service education programs for faculty members in Special Services. |
| <u>Task 31</u> | Organizes and/or conducts informational seminars for parents. |
| <u>Task 32</u> | Provides orientation program for new faculty members who teach reading. |

B. Professional Organizations:

- | | |
|----------------|---|
| <u>Task 33</u> | Participates in local and state reading councils. |
| <u>Task 34</u> | Participates in national and international reading organizations. |

C. Off-Site Programs/Field Trips:

- | | |
|----------------|---|
| <u>Task 35</u> | Designs innovative curriculum projects to involve the community. |
| <u>Task 36</u> | Implements innovative curriculum projects to involve the community. |
| <u>Task 37</u> | Plans student field trips to enhance love of reading (e.g., drama, movies, etc.). |
| <u>Task 38</u> | Participates in field trips to enhance love of reading (e.g., drama, movies, etc.). |
-

Table 1, continued

D. Curriculum Development:

- Task 39 Oversees the integration of language arts activities to extend achievement and interest in all phases of language.
- Task 40 Develops and reviews long range departmental goals and objectives.
- Task 41 Develops programs to promote interdisciplinary planning (e.g., field trips, speakers).
- Task 42 Plans curriculum with faculty members for the immediate school year (short range).
- Task 43 Plans curriculum with faculty members for long range programming.
- Task 44 Reviews new developments and trends in curriculum and/or research studies and identifies implications for curriculum in reading.
- Task 45 Reviews journals, articles, texts, etc. and disseminates information to faculty, parents, administrators and board members on materials in reading (curricular trends, multi-cultural, non-sexist, global/societal literature).

E. Classroom Teaching Assignments:

- Task 46 Teaches scheduled classes in Remedial Reading.
- Task 47 Teaches scheduled classes in Corrective Reading.
- Task 48 Teaches scheduled classes in Developmental Reading.
- Task 49 Teaches scheduled classes in reading to gifted students.

F. Demonstration Lessons:

- Task 50 Conducts demonstration lessons for faculty members in reading, English or language arts.
- Task 51 Conducts demonstration lessons for faculty members in Content Area subjects.
- Task 52 Conducts demonstration lessons for faculty members in Special Services Departments.

G. Research Considerations:

- Task 53 Conducts research projects in reading for the school system.
- Task 54 Gathers and interprets statistics on reading for the school system and/or specific schools.
-

Table 1, continued

H. Committees/Workshops/Conferences:

- Task 55 Encourages others in the Reading Department to be represented on committees and in workshops.
- Task 56 Encourages faculty members to participate in reading conventions (local/state, national/international).
- Task 57 Encourages others in the Reading Department to attend conferences, workshops in disciplines other than reading.

III. CONSULTATION/EVALUATION

A. Guidance:

- Task 58 Counsels and/or advises students regarding departmental programs available in reading.
- Task 59 Counsels and/or advises parents regarding departmental programs available in reading.
- Task 60 Counsels and/or advises teachers about particular classroom concerns.
- Task 61 Observes faculty members who teach reading and offers suggestions.

B. Group Advocate:

- Task 62 Resolves conflicts among departmental faculty members.
- Task 63 Resolves conflicts between students and faculty members.
- Task 64 Acts as a student advocate for concerns students have regarding reading.
- Task 65 Acts as a parent advocate for concerns parents have regarding reading.
- Task 66 Acts as a teacher advocate for concerns teachers have regarding reading.

C. Decision-Making Procedures:

- Task 67 Involves other faculty members in decision-making process of the Reading Department.
- Task 68 Develops procedures for reviewing faculty member complaints and grievances.
-

Table 1, continued

D. Testing:

- Task 69 Diagnoses and tests students.
Task 70 Prepares reports of reading test results.
Task 71 Uses strategies and/or devices in addition to
 standardized tests for evaluation of students.

E. Effectiveness:

- Task 72 Reports departmental accomplishments to his/her
 immediate supervisor.
Task 73 Reviews data to evaluate the Reading Department's
 effectiveness.
-

The seventy-three tasks were organized into three primary areas: (1) administration, management, and institutional functions ascribed to the role; (2) curriculum, instructional and staff development functions ascribed to the role; and (3) consultation and evaluative functions ascribed to the role of Consultant/Specialist. Because of a need for clarity, these three main categories were divided into subcategories. Category I included six subcategories which apply to administration, management and institutional tasks. Category II included eight subcategories which apply to curriculum, instruction and staff development, while Category III included five subcategories relating to consultation and evaluation. (See page 72 for the Task Organizational Chart with subcategories listed.)

Questions were then formulated which related to the degrees of importance (the relative importance of the particular task in question) and responsibility (accorded to the Consultant/Specialist)

for each task (1-73). The following are the questions as they apply to the Degree of Importance portion of the questionnaire:

- (1) How do Consultant/Specialists (RCS) responding to the questionnaire rate the particular tasks (1-73)?
- (2) How do those termed "higher level administration policy-makers," such as School Board Members (BM) and Superintendents (SUP) rate the same tasks (1-73)?
- (3) What areas of disagreement exist among Consultant/Specialists (RCS)?
- (4) What tasks are termed as important for the RCS to perform as perceived by "on-site administrators and teachers" [(a) curriculum supervisors (CUR), (b) principals/vice principals (PVP), and (c) classroom teachers (CRTS)], and "interested relevant others" [parents (PAR)]?

Respondents were first requested to rate each task (1-73) according to their perception of the Degree of Importance of that task. Following that task, they were asked to respond to the Degree of Responsibility for each. Responses were "Very Important," "Neutral" or "Not Important."

The following questions apply to the Degree of Responsibility portion of the questionnaire:

- (1) What services (tasks) are perceived as required of the Consultant/Specialist by (1) curriculum supervisors (CUR), (2) principals and vice principals (PVP), (3) classroom teachers (CRTS), and (4) parents (PAR)?

- (2) What tasks are perceived as required of the Consultant/Specialist by "higher level administrative policymakers" such as (1) school board members (BM) and (2) superintendents (SUP)?
- (3) What areas of disagreement exist regarding tasks ascribed to the role of Consultant/Specialist (RCS) among the categories studied [(1) BM, (2) SUP, (3) CUR, (4) PVP, (5) RCS, (6) CTRS and (7) PARS]?
- (4) What areas of agreement exist regarding tasks ascribed to the role of Consultant/Specialist among the aforementioned categories studied?
- (5) What services (tasks) are perceived as necessary by Consultant/Specialists (RCS) themselves?
- (6) What are the implications of the findings?

Respondents rated the degree of responsibility utilizing percentages based on the perception of responsibility (100%, 75%, 50%, 25%, 0% and NA or "not applicable"). See page 73 for a description of the scale used.

Selection of School Systems

Small suburban school systems were selected as opposed to large city school systems. Small school systems were selected because large cities characteristically have a director of reading, Consultant/Specialists, remedial teachers and teachers of reading. Those large

systems conceivably have a range of designated personnel working in this subject and they may be more consistent in the delineation of jobs for whatever reason. Smaller towns do not necessarily allocate or fill all positions related to the roles described for reading in the Internaional Reading Association's guidelines (April 1986).

Therefore, within a small area there may be a wide range of organizational patterns and job descriptions as well as differing perceptions of the roles.

The school systems utilized in this study are all located in Connecticut and each is considered a suburb of Hartford, Connecticut. The next largest city nearby is Springfield, Massachusetts, which is not utilized in this study. The six towns utilized are: (1) East Granby, (2) Farmington, (3) Granby, (4) Simsbury, (5) Suffield, and (6) Windsor. Demographics of those school systems are as follows (in alphabetical order).

East Granby, Connecticut

East Granby has a population of 4,500 according to the 1980 census and is spread over 17.4 square miles. The Board of Education provides educational services for 518 elementary, secondary and special education students. There are two elementary schools (K-3 and 4-6) and a middle/high school complex for 7-8 and 9-12, which share facilities and staff to maximize operations. There is no Director of Reading or Consultant/Specialist so designated within the system. There are persons labeled "teachers of reading" who teach classes in

developmental reading. These are most often classroom teachers who teach other content area subjects as well.

The resident population is small relative to land mass due to agricultural and industrial uses of the land. The proximity of Bradley International Airport has prompted development of tobacco farmlands for warehousing and light industry. Farmlands have also recently given way to housing developments for the growing professional, technical and managerial clientele. The principal industries are considered to be manufacturing and quarrying.

Farmington, Connecticut

Farmington has a population of 17,190 located on 28.7 square miles. There are three elementary schools (K-6), one junior high (7-8) and one high school (9-12). The Board of Education provides services for 1,687 students in elementary and secondary schools. Special education services are available, as is a summer school and an adult continuing education program. The Miss Porter's School for Girls, a private high school and preparatory school, is located in Farmington. Within the school system there is no one labeled Director of Reading. There is a Consultant/Specialist who has system-wide responsibility and is housed in the central office. This person has administrative responsibility. Teachers are labeled "teachers of reading" and "remedial reading teachers" within the particular schools. They may or may not be certified as Consultant/Specialists.

Farmington is considered a suburb of Hartford, Connecticut, as

well as a rapidly growing residential community with expanding commercial and industrial resources. Principal industries are textile, manufacturing, small machined parts and miscellaneous objects such as boxes, spindles and fixtures. Since Farmington is included in the Hartford labor market, many of its residents commute to Hartford, working in professional, technical, managerial and sales positions. The University of Connecticut Medical/Research facility is located in Farmington and employs many residents associated with medical, dental and health related occupations.

Granby, Connecticut

Granby has a population of 8,800 spread over 41.3 square miles. There are three elementary schools (K-5), one middle school (6-8) and one high school (9-12). The Board of Education provides services for 1,222 elementary, secondary and special services students. There is no Director of Reading in Granby, but Consultant/Specialists are available in each of the schools (K-12) and are responsible for remedial reading. Teachers are also considered "teachers of reading" and teach "developmental reading" classes.

Granby is considered a suburban, residential community for the Hartford, Connecticut/Springfield, Massachusetts area. Commercial and industrial resources are not a primary source of income. Residents commute to professional, technical, managerial and sales occupations. Large land masses were previously used for agriculture, tobacco and dairy farming and these are only recently being developed as residen-

tial or becoming state-owned (University of Connecticut) resources.

Simsbury, Connecticut

Simsbury has a population of 22,320 spread over 34.5 square miles. The Board of Education provides educational services for 4,500 elementary, secondary and special education students. Summer school sessions are conducted through tuition enrollment and service 1,200 students while the continuing education program services 400 adults during the academic year. These programs are self-supporting. There are five elementary schools (K-6), one junior high (7-8) and one high school (9-12). There is a Director of Reading in Simsbury and each school has Consultant/Specialists who consult and teach remedial reading classes, and teachers designated as "teachers of reading." In addition, St. Mary's Parochial School provides educational services for grades 1-8. The Ethel Walker School for girls, the Westminster School (coeducational), and the Masters School (coeducational) are private, preparatory schools also located in Simsbury.

Simsbury is considered a growing residential community with expanding commercial and industrial resources. Simsbury is included in the Hartford labor market and many of its residents commute; they are employed in primarily professional, technical, managerial, sales or other "white collar" occupations. In town, occupations are insurance, agriculture/farming and manufacturing (building blasting and detonating systems).

Suffield, Connecticut

Suffield has a population of 9,880 in 43.1 square miles. There are two elementary schools (K-5), one middle school (6-8) and one high school (9-12). Services are provided for 1,232 children in elementary and secondary school. A full program of special education resources is available for those students in need of extra services. There is no Director of Reading in Suffield. Teachers are called "teachers of reading" and there is a Consultant/Specialist at each of the schools who consults and teaches remedial reading classes. Suffield does not have a summer school program but does operate an adult continuing education program. Suffield Academy (private) is located in the center of town and provides coeducational high school and preparatory education for approximately 400 students.

Residents commute to professional, technical, managerial and sales positions throughout the region. Town occupations are agriculture, manufacturing, small tools, warehousing and ice cream making.

Windsor, Connecticut

Windsor encompasses 31.2 square miles and is home to 26,020. There are five elementary schools (K-5), one middle school (6-8), and one high school (9-12) for 3,110 students. Summer school sessions are conducted through tuition enrollment. There is also an adult continuing education program which services approximately 300 adults during the academic year. In addition, St. Gabriel's Parochial School provides educational services for grades 1-8 while the Loomis-Chafee

School (coeducational), a private preparatory high school (9-12) provides education for approximately 500 students. Windsor does employ a Director of Reading and does have Consultant/Specialists at each of the schools; however, they are designated "teachers of reading" and teach scheduled developmental reading classes four days a week (day five is reserved for meetings, conferences and testing).

Windsor is considered a suburb of Hartford with a large established commercial and industrial area. Principal industries are shade tobacco, farming (both produce raising and cattle breeding), manufacturing of turbines and nuclear/fossil energy facility construction. These industries provide both "white collar" and "blue collar" employment.

Within the six small towns selected for this study, the organization patterns vary considerably: (1) availability of a director of reading or supervisor of reading; (2) Consultant/Specialists responsible for consulting and acting as remedial teachers with scheduled classes; (3) Consultant/Specialist in a central office position doing the work of a director of reading; (4) availability of Consultant/Specialists; (5) teachers of reading given authority for administrative/consultive tasks; and (6) lines of authority clouded by different organizational patterns within an area of close proximity (suburbs of Hartford, Connecticut). However, all schools involved in this study considered reading to be a priority item as evidenced by their commitment to reading in school philosophy statements and

mission statement(s) found in each town's educational brochure.

Sample Population

The sample population selected for the study was as follows:

- (1) Board members from the six districts;
- (2) Superintendents and curriculum supervisors from six towns (K-12);
- (3) Principals/vice principals (K-8) from six districts;
- (4) Classroom teachers from grades K-8;
- (5) Consultant/Specialists from grades K-8;
- (6) Parents selected by a school official or those who volunteered.

Design of the Instrument

The next step was to design a survey instrument. Information was gathered from the review of the literature and through consultation with Consultant/Specialists. It was also necessary to speak with other members of the survey group to draw on their expertise or perceived need as it would apply to the study. Brief meetings were also held with at least two members of all of the remaining categories to be studied (BM, SUP, CRTS, PAR and CUR).

After a discussion with a representative of each of the member groups, a tentative instrument was designed. The questionnaire

evolved from: (1) International Reading Association's (I.R.A.) Guidelines for the Specialized Preparation of Reading Professionals (1967, 1978 and the more current 1986 revision) and (2) Recommended Standards for Professional Preparation in Reading Education (1976), sponsored by the New England Reading Association. Once the tasks were selected, they were divided into three broad survey headings to create a three-part survey: Category I: administration, management and institutional concerns; Category II: curriculum, instructional and staff development concerns; Category III: consultation and evaluation concerns.

The three main categories were then subdivided into logical test groupings as they related to the main categories initially ascribed to the role. Category I: Administration/Management/Institutional Tasks was divided into six subcategories: (A) Materials/Supplies (Tasks 1-7); (B) Scheduling/Assignments (Tasks 8-13); (C) Policy Formation (Tasks 14-18); (D) Fund Raising (Tasks 19-20); (E) Budget Concerns (Tasks 21-23); and (F) Public/Community Relations (Tasks 24-27). Category II: Curriculum/Instructional/Staff Development Tasks was divided into eight subcategories: (A) On-Site/In-Service Programs (Tasks 28-32); (B) Professional Organizations (Tasks 33-34); (C) Off-Site Programs/Field Trips (Tasks 35-38); (D) Trends in Education/Curriculum Considerations (Tasks 39-45); (E) Classroom Teaching Assignments (Tasks 46-49); (F) Demonstration Lessons (Tasks 50-52); (G) Research Considerations (Tasks 53-54); and (H) Committees/Workshops/Conferences (Tasks 55-57). Category III: Consultation/

Evaluation Tasks was divided into five subcategories: (A) Guidance (Tasks 58-61); (B) Group Advocate (Tasks 62-66); (C) Decision-Making Considerations (Tasks 67-68); (D) Testing (Tasks 69-71); and (E) Effectiveness (Tasks 72-73). (See the following table for reference, p. 73.)

When this author further subdivided the three main categories the respondents were able to clearly perceive the organization of the tasks presented.

Validation of the Instrument

Steps were taken to improve the validity of the instrument:

- (1) A pilot study was conducted in the Granby, Connecticut school system (K-12) with input given from each category mentioned.
- (2) Items were reviewed and reworded to provide clarity for all parties concerned and to eliminate any technical or occupation-specific language.
- (3) Structure of the survey itself was scrutinized to eliminate redundancy.
- (4) Content of the survey was reviewed for clarity and ease of completion.
- (5) A Likert scale format (Degree of Responsibility) was augmented by a perceived "Degree of Importance" category (Very Important - Neutral - Not Important) to ascertain whether

Table 2

Organizational Chart:
73 Tasks as Listed Under Subcategories and Main Headings

CATEGORY I	CATEGORY II	CATEGORY III
<u>ADMINISTRATION/ MANAGERIAL/ INSTITUTIONAL</u>	<u>CURRICULUM/ INSTRUCTIONAL/ STAFF DEVELOPMENT</u>	<u>CONSULTATION/ EVALUATION</u>
Tasks 1-27	Tasks 28-57	Tasks 58-73
<u>Subcategory:</u>	<u>Subcategory:</u>	<u>Subcategory:</u>
A. Material/Supplies Tasks 1-7	A. On-Site/In-Service Programs Tasks 28-32	A. Guidance Tasks 58-71
B. Scheduling/ Assignments Tasks 8-13	B. Professional Organizations Tasks 33-34	B. Group Advocate Tasks 62-66
C. Policy Formation Tasks 14-18	C. Off-Site Programs/ Field Trips Tasks 35-38	C. Decision-Making Considerations Tasks 67-68
D. Fund Raising Tasks 19-20	D. Curriculum Considerations Tasks 39-45	D. Testing Tasks 69-71
E. Budget Considerations Tasks 21-23	E. Classroom Teaching Assignments Tasks 46-49	E. Effectiveness Tasks 72-73
F. Public/Community Relations Tasks 24-27	F. Demonstration Lessons Tasks 50-52	
	G. Research Considerations Tasks 53-54	
	H. Committees/Work- shops/Conferences Tasks 55-57	

respondents considered the task important enough to include on the list. [The approach decided upon was a combination of check-type responses (graduated Likert scale) supplemented by a free-response area for open commentary. The writer selected a method of questioning which would allow her to rank, in order of importance, the degree of responsibility given for particular tasks in the different categories. Therefore, the "summated rating" methods or the "Likert technique" was used.]

- (6) The instrument had 73 items and might have been revised to an even smaller number but interest here is for division of perception for change of one or two words contained within a particular task item.

The instrument (see Appendix G) was formalized and printed. An introductory information sheet was included explaining the survey and giving instructions for responses. The last page included a demographic survey for participants' personal statistics. Space was left between each question to allow for commentary. Any additional commentary could be placed on the back of each page (see Appendix G).

Selection of Participants

Numbered questionnaires were enclosed in a self-addressed, stamped, numbered envelope placed inside a larger stamped, addressed envelope and mailed to districts involved in the survey. A letter of

introduction and reasons for the study were included. A cover letter was sent to the superintendents in the districts previously mentioned to make them aware of the study and to ask them to participate personally in the study. They also received the letter of introduction, reasons for the study, permission release form and a copy of the questionnaire (see Appendices G, H, and I).

A follow-up phone call to the superintendent's office in each system established a contact person through whom dissemination of the remaining questionnaires occurred. Packets of questionnaires and introductory letters were given to the person designated by the superintendent as the contact. A meeting was arranged to distribute the packets. A listing of potential participants was established for the seven categories listed in the study: superintendents (SUP), school board members (BM), curriculum directors (CUR), principals/vice principals (PVP), classroom teachers (CRTS), parents (PAR), and reading Consultant/Specialists (RCS). The contact person then handed out the questionnaire packets within the school systems mentioned. Grade levels K-8 were selected for PVP, CRTS and RCS, while K-12 was utilized out of necessity for CUR, since their job description is usually K-12. Parents were selected from lists of parents who had previously volunteered for school activities (field trips, dances, etc.) and had children attending the various school systems mentioned. Those who volunteered were given a questionnaire packet and were expected to return the completed questionnaire in the self-addressed, stamped envelope.

Administration of the Instrument

One hundred and nine (109) surveys were mailed to potential participants who were given approximately two weeks in which to respond. Follow-up requests were sent to those not responding. Sixty-nine (69) questionnaires were returned for a 63.3% response. Three surveys were considered invalid and discarded: one survey arrived after the termination date and the other two were returned (1) lacking commentary about the job of Consultant/Specialist and (2) incomplete questionnaire response sheet [(1) parent and (1) board member]. They felt unqualified to respond to the survey. This left a total of sixty-six (66) surveys to be used for this study.

Completed surveys were placed into categories according to which group had filled them out. They were then analyzed for content and written commentary.

In the organization of the responses this writer departed from the standard Likert analysis by (1) adding a column 6 or "N.A." (Not Applicable) and (2) creating a parallel indicator column for each task which allowed the respondent to rate the perception of importance (labeled Degree of Importance) for each task as "high" (Very Important), no response (Neutral) or "low" (Not Important). Since the items or tasks were not indicative of an attitude but of a percentage, this writer was not interested in a total score for each respondent.

Instead, totals were ascertained for each task and averages taken in order to note which tasks were considered by the respondents as

more important than others. These were then grouped by category (I, II, or III) and subcategorized under each main category. Also, totals indicated the degrees of responsibility perceived for the given tasks. An average of these then indicated preferences by groups. Examination of aggregate of each group presented similarities and differences in attitudes toward the degree of importance and degree of responsibility of the perceived tasks as presented. After the respondents completed the checklist they were then requested to add narrative explaining their responses. That information could then be used by this writer to clarify responses. The written responses (handwritten in spaces provided) from the questionnaire were collected and hand-tabulated and referenced by listing the responses according to the groups to which they belonged (BM, SUP, CUR, PVP, RCS, CRTS and PAR).

Following the receipt of these questionnaires respondents were contacted so that taped interviews could be arranged. Taped interviews were completed to highlight commentary and data contained in the survey. Respondents to the questionnaire volunteered to be interviewed. Each interview lasted no longer than thirty minutes and provided insight into the perceived role of the Consultant/Specialist.

Summary

The need to clarify the role of the Consultant/Specialist was addressed. A survey was developed to gather information regarding perceptions of the role of the Consultant/Specialist. That informa-

tion was used to indicate the similarities and differences in the perception of the importance of certain tasks and the Degree of Responsibility ascribed to the role of the Consultant/Specialist. Responses were collected from seven professional groups: (1) school board members (BM); (2) superintendents (SUP); (3) curriculum supervisors (CUR); (4) principals/vice principals (PVP); (5) reading Consultant/Specialists (RCS); (6) classroom teachers (CRTS); and (7) parents (PAR). Data from these responses were analyzed to provide answers to the research questions. Interviews were then conducted to further substantiate written commentary from the questionnaire and the responses given to the questionnaire itself. This information, once synthesized, served as a base for the quantitative commentary found in Chapter IV. The form of quantitative analysis focused on the degree of agreement or non-agreement among the groups participating; the relative importance or non-importance of tasks as perceived by those groups; and the implications of this commentary for those groups.

CHAPTER IV

FINDINGS AND ANALYSIS

Introduction

This chapter reports and analyzes the findings of: (1) the questionnaire responses; (2) written commentary from the questionnaire; and (3) transcribed taped interviews conducted by the author as stated in Chapter III. The questionnaire (see Appendix G), commentary, and taped interviews were administered to: Group One--Board Members (BM); Group Two--Superintendents (SUP); Group Three--Curriculum Supervisors (CUR); Group Four--Principals/Vice Principals (PVP); Group Five--Reading Consultant/Specialists (RCS); Group Six--Classroom Teachers (CRTS); and Group Seven--Parents (PAR). Participants included eight (8) Board Members, five (5) Superintendents, four (4) Curriculum Supervisors, eight (8) Principals/Vice Principals, eleven (11) Reading Consultant/Specialists, eighteen (18) classroom teachers, and twelve (12) parents.

Three main categories were noted on the questionnaire itself:

I. Administration, Management and Institutional Tasks which includes Tasks 1-27 (27 tasks); II. Curriculum/Instructional/Staff Development Tasks which includes Tasks 28-58 (30 tasks); and III. Consultation/Evaluation Tasks which includes Tasks 59-73 (16 tasks). These three main categories were further divided into subheadings for greater ease of analysis. Category I, Administration, Management and Institutional

Tasks, was divided into six (6) components: (1) I.A. Materials/Supplies; (2) I.B. Scheduling/Assignments; (3) I.C. Policy Formation; (4) I.D. Fund Raising; (5) I.E. Budget Considerations; and (6) I.F. Public Community Relations. Category II, Curriculum/Instructional/Staff Development, was subdivided into eight (8) components: (1) II.A. On-Site/In-Service Programs; (2) II.B. Professional Organizations; (3) II.C. Off-Site Programs/Field Trips; (4) II.D. Curriculum Considerations; (5) II.E. Classroom Teaching Assignments; (6) II.F. Demonstration Lessons; (7) II.G. Research Considerations; and (8) II.H. Committees/Workshops/Conferences. Category III, Consultation/Evaluation, was subdivided into five (5) categories: (1) III.A. Guidance; (2) III.B. Group Advocacy; (3) III.C. Decision Making; (4) III.D. Testing; and (5) III.E. Effectiveness. See Table 2, p. 73.

Return of the Instrument

Of the 109 packets of materials mailed to the participants, 69 (63.3%) were returned. Since three of the packets were not complete, the usable return was 66 (60.5%) questionnaires. The percentages of return for each of the seven groups participating in this study was considered by this investigator as an adequate sample for further analysis of the data.

The information contained in the questionnaire packet involved the age, sex, educational and experiential background of the seven groups who participated in this study.

Description of Participants

This section will be subdivided according to the seven groups of participants.

Board Members

Eight board members responded. Three were male and five female. Three respondents were in the age range of 35-44 while four were in the 45-54 years of age bracket (one--no response). One board member had a doctorate, one had a C.A.G.S. certificate, two had master's degrees, three had received college degrees and only one stopped at a high school diploma. In terms of years associated with the field of education the group had a cumulative number of years (39) which averaged out to 6.4 years per person.

Superintendents

Five superintendents responded. All were males and all five ranged in age from 45-54 years of age. Two had C.A.G.S. certificates or sixth year degrees while three had received doctorates. Overall, they had accumulated 138 years in the field of education which averaged to 27.6 years per individual in education.

Curriculum Supervisors

Of the four curriculum supervisors who responded, one was male and three were female. Their ages ranged from: 30-44 (one response);

45-54 (two responses); and 55 or older (one response). Two of them held master's degrees while two of them had C.A.G.S. certificates or sixth year degrees in a particular area of study. Their total number of years in education amounted to 97 or 19.4 years per individual working in the field of education.

Principals/Vice Principals

Eight people responded in this category. Five were males and three were females. They were evenly divided within three age brackets. Three responded in the 35-44 years of age range; three responded in the 45-54 years of age range; while the remaining two were in the 55+ range. All eight held C.A.G.S. certificates or sixth year degrees. They had accumulated 187 years in the field of education which averages to 23 years per person.

Reading Consultant/Specialists

All of the eleven respondents in this category were female. Their responses regarding age level fell into four categories: 26-34 years (one response); 35-44 years (three responses); 45-54 years (six responses); and 55+ years (one response). Five of the Consultant/Specialists had master's degrees while six of them had received C.A.G.S. certificates or sixth year degrees. Overall, this group had accumulated 208 years for an average of 19 years in education per person.

Classroom Teachers

Eighteen classroom teachers responded to the questionnaire. Fourteen of them were female and four were male. Teachers' ages fell into three brackets: 26-34 years (five responses); 35-44 years (eleven responses); and 45-54 years (two responses). Three teachers held college degrees; ten had master's degrees; five had C.A.G.S. certificates or sixth year degrees. Two hundred and eighteen years in education were accumulated by this group for an average of 12.0 years per person as teachers.

Parents

Twelve parents responded to the questionnaire. Eleven of them were females and one was male. Nine of them were in the 35-44 year old age bracket while the remaining three responded in the 45-54 year old bracket. Four of the parents had high school education while the remaining eight had college degrees. None of the twelve parents responded that they were involved in education previously (e.g., former teachers, etc.). Their present identification with the educational setting was the fact that they had youngsters in K-8 grades in school.

Quantitative Analysis

Initially, the raw data were fed into the computer and the first task was to record the responses of the sixty-six (66) participants for each of the seventy-three (73) tasks as they appeared under the

main headings: "Degree of Importance" and "Degree of Responsibility." This was done for each of the seven groups (BM, SUP, CUR, PVP, RCS, CRTS, and PAR). Response forms for each of the seventy-three tasks under the two headings were constructed. An overview response form indicating the concentration of responses was also created to indicate trends in responses among groups for particular tasks. No further computer analysis was begun until the various response sheets were analyzed for similarity and diversity of responses among the participating groups; then a format for discussion of the results was formulated.

Once the format for presentation of results was decided, the author returned to the Statistical Package for the Social Sciences (SPSS II) to explore analysis options available. No purely statistical study could be conducted to analyze data collected in the study, nor was a statistical standard deviation (0.05) expected. This is due to the fact that: (1) the sample was not a true random sampling and (2) the sampling in each category was not large enough. SPSS II analysis of seventy-three (73) tasks in both categories (1) "Degree of Responsibility" and (2) "Degree of Importance" was deemed too cumbersome and lengthy to present. The nineteen (19) subcategories were utilized as guidelines for analysis of the seven groups within the population. The SPSS II presentation was ultimately discarded and not used for the purposes of this study. However, the quantitative information adds another dimension to the qualitative data collected.

Even though the sample was not large enough for statistical val-

idity, some interesting results emerged. Using the SPSS II Package, a cross tabulation analysis and T-Test analysis of the seven groups was conducted for "Degree of Importance" variables and "Degree of Responsibility" variables. A Chi Square statistic was tabulated for each calculation (73 tasks in each category) and T-Tests were again performed to investigate possible differences between (1) Reading Consultant/Specialists and Principals/Vice Principals and (2) Reading Consultant/Specialists and Parents. Statistical differences were observed in two categories for "Degree of Importance" tasks. These differences were recorded for (1) II.A. On-Site/In-Service Programs for Tasks 28-32 and (2) III.A. Guidance for Tasks 58-61. Statistical differences also occurred among PAR and RCS relative to these sub-categories: (1) I.D. Fund Raising, (2) II.C. Off-Site Programs/Field Trips, and (3) II.E. Classroom Teaching Assignments. Statistical differences are recorded under "Degree of Responsibility" heading ascribing responsibility to the Consultant/Specialists (RCS).

Qualitative Analysis

Qualitatively, the data gathered for the seventy-three tasks are presented under the three broad categories (I, II and III) and nineteen (19) subcategories (refer to Table 2). For each subcategory there is: (1) a listing of tasks contained therein; (2) a listing of total numbers of responses and percentage totals for tasks presented (see Tables 1 and 2, Appendix N); (3) a findings and analysis of the

individual responses to the "Degree of Responsibility" heading; (4) a findings and analysis of the individual responses to the "Degree of Importance" heading; and (5) a presentation of pertinent commentary from the questionnaire section and the taped interviews. This information is presented with reference to the seven participating groups in the study (RCSs themselves and those termed "significant others" and signified by the letter code references of BM, SUP, CUR, PVP, CRTS and PAR). For ease of reading, Chapter IV presents a second entitled "Delineation of Tasks" which contains seven areas delineated under: (1) Most Critical Subcategories; (2) Most Important Tasks; (3) Least Important Tasks; (4) Greater Responsibility Tasks; (5) Lesser Responsibility Tasks; (6) Nonagreement Tasks; and (7) Category Priority. Findings and analysis are then presented under "Data Results" (Section E) for each of these seven areas. Added to these seven subcategories are: (8) Agreement Among Significant Other Groups; (9) Nonagreement Among Significant Other Groups; (10) Consultant/Specialists' Interpretation of Tasks; and (11) Analysis of Controversial Issues Raised.

Delineation of Tasks.

Chapter III described the methodology of this study and the basic format to be employed in the study. This section of Chapter IV defines and describes the method of analysis for seventy-three tasks, nineteen subcategories as found in the three main categories attrib-

uted to a reading Consultant/Specialist. These tasks were divided according to the degree of responsibility and degree of importance they achieved when they were analyzed according to certain criteria. This section also describes the process used to determine the: (1) most critical subcategories, (2) most important tasks, (3) least important tasks, (4) greater responsibility tasks, (5) lesser responsibility tasks and (6) category/subcategory priority. Further, this section reports on the tasks where there was insufficient agreement about the levels of importance and responsibility.

Determination of Most Critical Subcategories

In order to determine the most critical subcategories necessary for the role of Consultant/Specialist, this investigator felt it was important to establish certain criteria for selecting those areas (subcategories and specific tasks) considered not only most important but also those ranked as the responsibility of the Consultant/Specialist by all groups participating in the study. These responses were based on total scores and percentages given to these totals. All groups were not in agreement about these tasks. Each task contained within the specific subcategories was subjected to specific scrutiny for analysis.

Since there were nineteen subcategories listed, this investigator initially felt that those subcategories ranked as the top five (or roughly top 25%) should be those considered the most critical subcategories and the tasks found within those subcategories should be

considered the most critical tasks. However, it should be noted that not all tasks having high percentage ratings for importance and responsibility for the role of the Consultant/Specialist fell into these top five critical subcategories. For example, Task 11, "Assigns students to a short term corrective Reading Program." This task was considered "Very Important" by 92% of those who responded and 85% considered Task 11 to be the responsibility of the Consultant/Specialist (100%-75% Degree of Responsibility). However, this task is found in Category I.B. Scheduling/Assignments. Subsection B's cumulative rating was not to be included in the top five categories of critical tasks even though several tasks included in that subgroup were rated somewhat high (e.g., Tasks 10, 11 and 12). A brief commentary was presented establishing the criteria employed for dividing the subheadings into four groups: Very High Priority, High Priority, Average and Low Priority. Each main category total was then averaged and ranked (see Category Priority, Table 3).

Most Important Tasks

The percentages for "Degree of Importance" and "Degree of Responsibility" were calculated on the total number of responses for each of the 73 tasks. Once the percentage figures for each task were recorded, a list of the most necessary tasks was generated by ranking the task with the highest percentage of (100%-75%) responses under "Degree of Responsibility" as number one. Then, in descending rank, the tasks were placed in order in the group until the task with a 50%

degree of responsibility was reached. This included 38 of the 73 tasks. A similar list was made based on the "Very Important" division of the "Degree of Importance" total percentages for each task. The list ranked in order of highest percent as number one until the 39th task was ascribed (see Table 5).

Least Important Tasks

In order to determine which tasks were considered unimportant and/or not in the purview of the Consultant/Specialist role, a ranking list for the "Not Important" section totals of percentage for Degree of Importance category was generated. The highest percentage (65%) was listed as number one. These non-important tasks were rank ordered until the twenty-first task was reached (which was just over 25% of the total tasks). The percentages ranged from 65% to 9% for these tasks considered to be the least important. The list included 21 out of 73 tasks (see Table 7). A similar list was generated under the 0%-"Not Applicable" levels of degree of responsibility with the ranking of the first 21 tasks; the percentage ranged from 72% as number one to 27% as the twenty-first task. Therefore, 59 out of 73 tasks (80%) were ranked one way or the other in terms of importance or non-importance as well as responsibility or non-responsibility.

Greater Responsibility Tasks

Greater responsibility tasks are those tasks which produce 80% plus agreement for individual group consensus about a particular task

(1-73). For the tasks listed (Tasks 1-73) a percentage was calculated for the number of responses given by each group in the 100%-75% category under the "Degree of Responsibility" heading. The same procedure was accomplished under the "Degree of Importance" heading for the "Very Important" section based on the number of responses given by each of the seven groups. If 80% or more was achieved in the category 100%-75% or in the "Very Important" category then this author determined there was agreement on that task among the members of the particular group. This was so noted on the "Agreement Chart" (see Appendix L) and on the record of responses (see Appendix M, "Response Charts" for Tasks 1-73). If there was no agreement fitting the criteria mentioned, an "X" is shown on the "Agreement Chart." The "Agreement Chart" was organized by listing the "Five Most Critical Subcategories" first: (1) III.D. Testing; (2) III.E. Effectiveness; (3) II.D. Curriculum Considerations; (4) II.G. Research Considerations; and (5) III.A. Guidance. The remaining tasks were listed in ascending order (see Appendix L, "Task Agreement Chart").

Lesser Responsibility Tasks

Lesser responsibility tasks are those tasks which produce 70%-79.9% agreement for individual group consensus about a particular task (1-73). For the seventy-three tasks a percentage was calculated for the number of responses given by each group in the 100%-75% category under the "Degree of Responsibility" heading. The percentage was determined based on the total number of responses found within each

of the seven groups. The same procedure was followed for the "Degree of Importance" heading using the "Very Important" column. If 70%-79.9% agreement was achieved then it was so noted on the "Task Agreement Table" (see Table 10) and on the record of responses "Response Totals" for Tasks 1-73 (see Appendix M).

Category Priority

With the tasks ranked as stated above in Sections 2 (Most Important Tasks) and 3 (Least Important Tasks), the category and section that each task fell into was so noted. Each task was identified by its rank in both the "Degree of Importance" and "Degree of Responsibility" categories. Using the 50% cutoff, each task in each section under each category was then worded "N" for no, "Y" for yes or "U" for undecided based on its ranking and actual percentage on the original list (see Table 3). Five subcategories rated all "Y"s and therefore were deemed critical subcategories for Consultant/Specialist respondents (or Most Critical Subcategories).

The remaining 14 subcategories split amongst each of the three main categories and were, themselves, a split in the ranking process of "Y"s, "N"s and "U"s. In essence there was a combination of Yes's (Y) and No's (N) to qualify these subcategories as "U" or undecided, indicating indecision or a neutrality in the split of the ranking among the "Y"s and "N"s. Therefore, if the sections were grouped by rank there would be five task sections considered "Very High," three considered "High," while eight sections were neutral, having split

responses. These latter subcategories were considered "Average." The remaining three subsections were then ranked as "Low."

Each subcategory was then assigned a number from one through four. Four was given to the "Very High" rating; three to "High"; two to "Average"; and one was ascribed to "Low." To determine the category rank order by agreement at 80% or more and at 70% or more, a category and subcategory agreement table was generated from and included on the Task Agreement Table (Appendix L). For each of the subcategories the total number of responses under Degree of Responsibility and Degree of Importance for all tasks was figured. Then the actual number of slots at 80% or more and at 70% or more for each subcategory was tallied, the percentage was calculated, recorded and compared under each of the two criteria. (A rank order of the subcategories, based on highest percentage to lowest, was added to the table.)

Each of the figures (actual response out of the total possible) in the subcategories under Category I, II and III was totaled under each of the two columns. Then the total number of actual responses was divided by the total possible number of responses to determine the percentage of agreement for each category and at each level (80% or more and 70% or more). The three categories were then rank ordered 1, 2 or 3. (An overall total agreement percentage was also determined and recorded on the table.)

Table 3, continued

Category/Subcategory	Degree of Importance								Degree of Responsibility							
<u>II. Curriculum/Instructional/Staff Development</u>																
D. Tasks	39	40	41	42	43	44	45		39	40	41	42	43	44	45	
Priority	Y	Y	U	Y	Y	Y	Y		Y	U	U	Y	Y	Y	Y	
Percent	77	91		86	89	92	83		52			60	65	82	76	
E. Tasks	46	47	48	49					46	47	48	49				
Priority	Y	Y	U	N					Y	Y	U	N				
Percent	72	72		12					65	58		34				
F. Tasks	50	51	52						50	51	52					
Priority	Y	N	N						Y	N	U					
Percent	68	9	9						56	34						
G. Tasks	53	54							53	54						
Priority	Y	Y							Y	Y						
Percent	70	81							59	71						
H. Tasks	55	56	57						55	56	57					
Priority	Y	U	U						Y	Y	Y					
Percent	62								62	61	50					

<u>III. Consultation/Evaluation</u>																
A. Tasks	58	59	60	61					58	59	60	61				
Priority	U	Y	Y	Y					U	Y	Y	Y				
Percent		76	77	77						58	54	58				
B. Tasks	62	63	64	65	66				62	63	64	65	66			
Priority	N	N	Y	Y	Y				N	N	U	U	Y			
Percent	24	24	63	62	76				48	44			56			
C. Tasks	67	68							67	68						
Priority	Y	N							Y	N						
Percent	79	29							59	49						
D. Tasks	69	70	71						69	70	71					
Priority	Y	Y	Y						Y	Y	Y					
Percent	95	98	89						82	89	84					
E. Tasks	72	73							72	73						
Priority	Y	Y							Y	Y						
Percent	80	94							83	80						

Table 3. Tasks listed according to Degree of Importance and Degree of Responsibility for "Very Important" (100%-75%) and "Least Important" (0%-NOT APPLICABLE).

Data Results

The previous section in Chapter IV (Delineation of Tasks) presented seven subsections for analysis. This section (Data Results) presents the findings and analysis of those seven subsections. These include the findings and analysis of: (1) most critical subcategories, (2) most important tasks, (3) least important tasks, (4) greater responsibility tasks, (5) lesser responsibility tasks, and (6) category/subcategory priority. This subsection is further divided into agreement among "significant other" groups (7) and nonagreement among "significant other" groups (9). Sandwiched between these two discussions of findings and analysis is nonagreement for tasks (8) previously mentioned as number 6 in the Delineation of Tasks subsection. The role of Consultant/Specialist is listed in Consultant/Specialists' Interpretation of the Task. This subsection is further divided into: (a) agreement among colleagues, (b) disagreement among colleagues and (c) agreement/disagreement with significant others. Section 11 presents and analyzes the controversial issues raised.

Findings and Analysis of Most Critical Subcategories

There were five subcategories that had all "Y"s; therefore, these should be considered the critical task areas for the reading Consultant/Specialist. Those five sections include: (1) II.D. Curriculum Development; (2) II.G. Research Considerations; (3) III.A. Guidance; (4) III.D. Testing; and (5) III.E. Effectiveness. These

five subcategories were then rank ordered (top five subcategories or one-fourth of the nineteen subcategories available) by their overall percentage standings and the result was: (1) III.D. Testing; (2) III.E. Effectiveness; (3) II.D. Curriculum Development; (4) II.G. Research Considerations; and (5) III.A. Guidance. Of all fourteen sections remaining, not one rated all "N"s; however, in I.A. Materials/Supplies only Task 6 was a "Y" and the others were "N"; negating this section as one to be weighted heavily as an important subcategory. Also eliminated were two subsections which did not have one "Y" in either the "Degree of Importance" or "Degree of Responsibility" subcategories: I.D. Fund Raising and II.C. Off-Site Programs/Field Trips. Three sections did not have an "N" ranking but rather had a mix of "Y"s and "U"s, they were II.A. On-Site/In-Service Programs, II.B. Professional Organizations, and II.H. Committees/Workshops/Conferences. A listing of the tasks included in the five subcategories considered the most critical to the role of the Consultant/Specialist follows.

In employing the first ranking standard of "Critical Subcategory" ranking (see Table 4), the first four of five subcategories remained the same. Therefore, (1) III.D. Testing, (2) III.E. Effectiveness, (3) II.D. Curriculum Considerations, and (4) II.G. Research Considerations again placed 1-4. Guidance was represented as subcategory (5) for total percentages by groups while in this ranking the II.C. On-Site/In-Service Programs subcategory was ranked (5) for individual tasks responded to by the seven groups participating. Out of the 19

Table 4

Most Critical Subcategories

Total Number of Tasks--18

-
- a. Testing--Tasks 69, 70, 71
- 69. Diagnoses and tests students.
 - 70. Prepares reports of reading tests results.
 - 71. Uses strategies and/or devices in addition to standardized tests for evaluation of students.
- b. Effectiveness--Tasks 72, 73
- 72. Reports departmental accomplishments to immediate supervisor.
 - 73. Reviews data to evaluate the Reading Department's effectiveness.
- c. Curriculum Considerations--Tasks 39, 40, 41, 42, 43, 44, 45
- 39. Oversees the integration of language arts activities to extend achievement and interest in all phases of language.
 - 40. Develops and reviews long range departmental goals and objectives.
 - 41. Develops programs to promote interdisciplinary planning (e.g., field trips, speakers).
 - 42. Plans curriculum with faculty members concerning the immediate school year (short range).
 - 43. Plans curriculum with faculty members for long range programming.
 - 44. Reviews new developments and trends in curriculum and/or research studies and identifies implications for curriculum in reading.
 - 45. Reviews journals, articles, texts, etc. and disseminates information to faculty, parents, administrators and board members (on materials in reading, curricular trends, multi-cultural, non-sexist, global/societal literature).
- d. Research Considerations--Tasks 53, 54
- 53. Conducts research projects in reading for the school system.
 - 54. Gathers and interprets statistics on reading for the school system and/or specific schools.
- e. Guidance--Tasks 58, 59, 60, 61
- 58. Counsels and/or advises students regarding departmental programs available in reading.
 - 59. Counsels and/or advises parents regarding departmental programs available in reading.
 - 60. Counsels and/or advises teachers about particular classroom concerns.
 - 61. Observes faculty members who teach reading and offers suggestions.
-

Table 4. Those subcategories considered to be "Most Important" (critical) for the role of Consultant/Specialist.

subcategories, eleven subcategories received 70% or greater agreement in seven of the 14 slots for "Degree of Importance" and "Degree of Responsibility" in any given task (see Table 4). The first six subcategories are (1) III.D. Testing with three of three tasks represented; (2) III.E. Effectiveness with two of two tasks represented; (3) II.D. Curriculum Considerations with six of seven tasks represented; (4) II.G. Research Considerations with two of two tasks represented; (5) I.B. Scheduling/Assignments with four of six tasks represented; and (6) II.A. On-Site/In-Service Programs with two of five tasks represented. While not all On-Site/In-Service Programs are represented in this particular grouping, three groups (SUP, CUR and RCS) carried the weight by supporting the role that the tasks implied.

The following six categories have two or more significant tasks included in their grouping:

1. III.D. Testing--Tasks 69, 70, 71
2. III.E. Effectiveness--Tasks 72, 73
3. II.G. Research Considerations--Tasks 53, 54
4. II.D. Curriculum Considerations--Tasks 39, 40, 42, 43, 44, 45
5. I.B. Scheduling/Assignments--Tasks 10, 11, 12, 13
6. II.A. On-Site/In-Service Programs--Tasks 28, 32

The remaining five out of the eleven subcategories had one task agreed upon in their category:

1. I.E. Budget Considerations--Task 21
2. II.E. Classroom Teaching Assignments--Task 46

3. III.A. Guidance--Task 61
4. I.A. Materials/Supplies--Task 6
5. I.C. Policy Formation--Task 14

The following eight subcategories did not attain one task that met this standard:

1. I.F. Public Community Relations
2. II.A. Professional Organizations
3. III.C. Decision Making Procedures
4. II.C. Off-Site Programs/Field Trips
5. II.F. Demonstration Lessons
6. II.H. Committees/Workshops/Conferences
7. III.B. Group Advocate
8. I.D. Fund Raising

Findings and Analysis of Most Important Tasks

The findings and analysis of the most important tasks were based on the information gathered from the "Degree of Importance" and "Degree of Responsibility" categories. A cross-matching was attempted for the ranking of the important tasks and it was found that there was not one task which achieved the same rank in "Degree of Importance" and "Degree of Responsibility"; however, many are close and indicate continuity of agreement. These tasks included: Tasks 69, 70 and 71 in III.D. Testing; Tasks 72 and 73 in III.E. Effectiveness; Tasks 44 and 45 in II.D. Curriculum Considerations; Tasks 10, 11, 12 and 13 in I.B. Scheduling/Assignments; and Task 32 in II.A. On-Site/In-Service

Programs. Many other tasks combine to represent a strong percentage indicating importance and responsibility of tasks in most subcategories. II.C. Off-Site Programs/Field Trips does not have one task represented, nor does I.D. Fund Raising. Also of note is that I.A. Materials/Supplies has one out of seven ranked, II.F. Demonstration Lessons has Task 50 (one of three), and III.C. Decision Making Procedures has Task 67 (one of two) while I.F. Public Community Relations has Task 24 (one of four). So while six subcategories are not represented well in this ranking, thirteen are. In addition to the five areas already mentioned as ranking high with their tasks, all the II.G. Research Considerations tasks (53 and 54), III.A. Guidance tasks (59, 60 and 61) and III.H. Committees/Workshops/Conferences tasks (55, 56 And 57) have a higher level ranking.

Findings and Analysis of Least Important Tasks

The findings and analysis of the least important tasks were based on the information gathered from the "Degree of Importance" and "Degree of Responsibility" categories. It is noted that when the percentage totals for the "Not Important" column were reviewed, only five tasks mustered significant percentages (50%+) indicating they were not considered important tasks no matter who did them. These tasks were: (Task 5) oversees the maintenance and repair of classroom equipment at 65%; (Task 7) assigns workspace to faculty members at 58%; (Task 4) maintains records of equipment (audio-visual) assigned to faculty members at 56%; (Task 19) seeks funds for the

Table 5

Degree of Importance
Importance Level ("Very Important") Ascribed
to the Role of Consultant/Specialist

	Task	Category	Subsection	Percent	
1.	69	III	D.	95%	
2.	73	III	E.	94	
3.	11	I	B.	92	
4.	32	II	A.	92	
5.	44	II	D.	92	
6.	28	II	A.	91	
7.	40	II	D.	91	
8.	43	II	D.	89	
9.	71	III	D.	89	
10.	10	I	B.	88	
11.	12	I	B.	88	
12.	70	III	D.	88	
13.	42	II	D.	86	
14.	45	II	D.	83	
15.	54	II	G.	81	
16.	6	I	A.	80	
17.	72	III	E.	80	80%
18.	21	I	E.	79	
19.	67	III	C.	79	
20.	13	I	B.	77	
21.	39	II	D.	77	
22.	60	III	A.	77	
23.	61	III	A.	77	
24.	59	III	A.	76	
25.	66	III	B.	76	
26.	14	I	C.	74	
27.	15	I	C.	74	
28.	46	II	E.	72	
29.	47	II	E.	72	
30.	53	II	G.	70	70%
31.	50	II	F.	68	
32.	22	I	E.	65	
33.	31	II	A.	64	
34.	16	I	C.	63	
35.	17	I	C.	63	
36.	64	III	B.	63	
37.	29	II	A.	62	
38.	55	II	H.	62	
39.	65	III	B.	62	

Table 5. The total number of responses (percentages within the "Very Important" column for Tasks 1-73.

Table 6

Degree of Responsibility
Responsibility Level (100%-75%)
Ascribed to the Role of Consultant/Specialist

	Task	Category	Subsection	Percent	
1.	70	III	D.	89%	
2.	11	I	B.	85	
3.	71	III	D.	84	
4.	72	III	E.	83	
5.	12	I	B.	82	
6.	44	II	D.	82	
7.	69	III	D.	82	
8.	73	III	E.	80	80%
9.	10	I	B.	79	
10.	45	II	D.	76	
11.	32	II	A.	73	
12.	13	I	B.	71	
13.	54	II	G.	71	70%
14.	21	I	E.	67	
15.	43	II	D.	65	
16.	46	II	E.	65	
17.	6	I	A.	65	
18.	28	II	A.	64	
19.	55	I	D.	62	
20.	56	II	H.	61	
21.	42	II	D.	60	
22.	14	I	C.	59	
23.	53	II	G.	59	
24.	67	III	C.	59	
25.	47	II	E.	58	
26.	59	III	A.	58	
27.	61	III	A.	58	
28.	50	II	F.	56	
29.	66	III	B.	56	
30.	60	III	A.	54	
31.	39	II	D.	52	
32.	24	I	F.	52	
33.	23	I	E.	52	
34.	22	I	E.	52	
35.	31	II	A.	51	
36.	33	II	B.	50	
37.	57	II	H.	50	
38.	17	I	C.	50	

Table 6. The total number of responses (percentages within the 100%-75% responsibility column for Tasks 1-73).

Reading Department by promoting fund raising activities at 56%; and (Task 3) assigns audio-visual equipment to faculty members at 52% level of non-importance.

Percentage totals for the zero percent to "Not Applicable" columns indicate five tasks which have a high level (percentage) of non-responsibility for the Consultant/Specialist. These tasks were: (Task 7) assigns workspace to faculty members at 72%; (Task 5) oversees the maintenance and repair of classroom equipment at 71%; (Task 19) seeks funds for the Reading Department by promoting fund raising activities at 68%; (Task 4) maintains records of equipment (audio-visual) assigned to faculty members at 67%; and (Task 3) assigns audio-visual equipment to faculty members. Although not in the same order, these same tasks (3, 4, 5, 7 and 19) had the highest percentages of non-importance and non-responsibility for the role of Consultant/Specialist.

It is interesting to note that in this particular case there was agreement among groups for not ascribing these five tasks to the Consultant/Specialist. There were six other tasks which received a respectable percentage rating of non-responsibility for the role of Consultant/Specialist within the 42% to 99% range (see Table 10).

Findings and Analysis of Greater Responsibility Tasks

The findings and analysis of the greater responsibility tasks were based on 80% or more agreement among the groups participating in the study. Table 9 displays within the tasks subcategories that have

Table 7

Degree of Importance Percentages for Those Tasks
Considered Least Important

	Task	Category	Subsection	Percent	
1.	5	I	A.	65%	
2.	7	I	A.	58	
3.	4	I	A.	56	
4.	19	I	D.	56	
5.	3	I	A.	52	50%
6.	18	I	C.	31	
7.	68	III	C.	29	
8.	2	I	A.	27	
9.	62	III	B.	24	
10.	63	III	B.	24	
11.	9	I	B.	22	
12.	1	I	A.	21	
13.	8	I	B.	17	
14.	14	I	C.	12	
15.	16	I	D.	12	
16.	17	I	D.	12	
17.	25	I	F.	12	
18.	49	II	E.	12	
19.	23	I	E.	10	
20.	51	II	F.	9	
21.	52	II	F.	9	

Table 7. Degree of Non-Importance. The total (percentages of tasks considered least important ("NOT IMPORTANT")).

Table 8

Degree of Responsibility Percentage for Those Tasks
 Considered to Have the Least Responsibility
 for the Consultant/Specialist (0%-NA)

	Task	Category	Subsection	Percent	
1.	7	I	A.	72%	
2.	5	I	A.	71	
3.	19	I	D.	68	
4.	4	I	A.	67	
5.	3	I	A.	67	50%
6.	68	III	C.	49	
7.	9	I	B.	49	
8.	62	III	B.	48	
9.	18	I	C.	45	
10.	63	III	B.	44	
11.	38	II	C.	42	
12.	8	I	B.	35	
13.	49	II	E.	34	
14.	51	II	F.	34	
15.	2	I	A.	33	
16.	23	I	E.	30	
17.	36	II	C.	29	
18.	37	II	C.	28	
19.	20	II	C.	27	
20.	35	I	D.	27	
21.	22	I	E.	27	
22.	27	I	F.	27	

Table 8. The total of responses (percentages within the 0%-NOT APPLICABLE columns for Tasks 1-73).

80% or more agreement within each of the seven groups in at least half (seven or more checks) of the fourteen sections available for the "Very Important" (100-75%) levels in "Degree of Importance" and "Degree of Responsibility" categories. There were a total of thirteen tasks generated that the respondents felt strongly about as a group and the tasks met the rigorous 80% agreement (see Table 9).

Table 9

Greater Responsibility Tasks

Total Number of Tasks = 13

-
- a. III.D. Testing--Tasks 69, 70, 71
- 69. Diagnoses and tests students.
 - 70. Prepares reports of reading tests results.
 - 71. Uses strategies and/or devices in addition to standardized tests for evaluation of students.
- b. III.E. Effectiveness--Tasks 72, 73
- 72. Reports departmental accomplishments to immediate supervisor.
 - 73. Reviews data to evaluate the Reading Department's effectiveness.
- c. II.D. Curriculum Considerations--Tasks 40, 44, 45
- 40. Develops and reviews long range departmental goals and objectives.
 - 44. Reviews new developments and trends in curriculum and/or research studies and identifies implications for curriculum in reading.
 - 45. Reviews journals, articles, texts, etc. and disseminates information to faculty, parents, administrators and board members (on materials in reading, curricular trends, multi-cultural, non-sexist, global/societal literature).
-

Table 9, continued

d.	I.B.	<u>Scheduling--Tasks 10, 11, 12</u>
		10. Assigns students to the Developmental Reading Program.
		11. Assigns students to short term Corrective Reading Program.
		12. Assigns students to a semester course in Remedial Reading Program.
e.	II.A.	<u>On-Site/In-Service Programs--Tasks 28, 32</u>
		28. Organizes and/or conducts in-service education programs for faculty members teaching reading classes.
		32. Provides orientation programs for new faculty members who teach reading.

Table 9. Listing of thirteen tasks at 80% or higher responsibility levels.

Findings and Analysis of Lesser Responsibility Tasks

The findings and analysis of the lesser responsibility tasks were based on 70%-79.9% agreement among the groups participating in the study. When a task met the criteria for 70% or greater agreement within each group (BM, SUP, CUR, PVP, RCS, CRTS and PAR) in at least half of the fourteen sections available (seven or more checks) for the "Very Important" (100%-75%) levels in "Degree of Importance" and "Degree of Responsibility" categories, then it was added to the list (see Appendix). Therefore, eleven tasks can be added to the list of greater responsibility tasks (80% or more agreement) (see Table 10):

Table 10

Lesser Responsibility Tasks

Total Number of Tasks = 11

-
- a. II.D. Curriculum Considerations--Tasks 39, 42, 43
 - 39. Oversees the integration of language arts activities to extend achievement and interest in all phases of language.
 - 42. Plans curriculum with with faculty members concerning the immediate school year (short range).
 - 43. Plans curriculum with faculty members for long range programming.
 - b. II.G. Research Considerations--Tasks 53, 54
 - 53. Conducts research projects in reading for the school system.
 - 54. Gathers and interprets statistics on reading for the school system and/or specific schools.
 - c. III.A. Guidance--Task 61
 - 61. Observes faculty members who teach reading and offers suggestions.
 - d. I.A. Materials/Supplies--Task 6
 - 6. Prepares long range plans for books, supplies and equipment.
 - e. I.B. Scheduling/Assignments--Task 13
 - 13. Oversees the Reading Program operation on a daily basis for the particular school(s) in the system.
 - f. I.C. Policy Formation--Task 14
 - 14. Formulates policies relating to faculty use of materials in reading.
 - g. I.E. Budget Considerations--Task 21
 - 21. Prepares the Reading Department's budget for submission to the central administration office.
 - h. II.E. Classroom Teaching Assignments--Task 46
 - 46. Teaches scheduled classes in Remedial Reading.
-

Total Number of Tasks--11.

Category Priority

Two different methods were employed to determine the Main Category Rankings. The first method analyzed the subcategories based on where they fell in the Percentage Ranking Tables, Tables 3, 5 and 6, under Degree of Importance and Degree of Responsibility categories. Evaluations were then done to each task in each subcategory, giving a "Y," "N" or "U" to each and then simplifying the ratings by giving a number one through four (four being very high, etc.) to each subcategory. An average was then derived. The results of this method of analysis were Category III, Consultation/Evaluation (16 Tasks) was ranked as first with a 3.2 average; Category II, Curriculum/Instructional/Staff Development (30 Tasks) was second with a 2.75 average; and Category I, Administration/Managerial/Institutional (27 Tasks) was third at a 1.66 average.

Not surprisingly, when the Category and Subcategory Table (see Table 3) was completed comparing the actual number of responses to the possible number of responses at 80+% agreement and at 70+% agreement, the results were not only the same but, perhaps, more valid as well because these responses supported the initial study of responses conducted. At 80+% agreement level the results were: Category III, Consultation/Evaluation--31%; Category II, Curriculum/Instructional/Staff Development--23%; and Category I, Administration/Managerial/Institutional--16%. The agreement is stronger, naturally, at the 70% level where the results were: Category III--47%; Category II--37%; and Category I--30%.

Agreement Among "Significant Other" Groups

Among the seven groups participating in the study, six were considered "significant others." These were Board Members (BM), Superintendents (SUP), Curriculum Supervisors (CUR), Principals/Vice Principals (PVP), Classroom Teachers (CRTS), and Parents (PAR).

Board Members

Board Members (BM) felt strongly about Tasks 10, 11 and 12 found under subcategory I.B. Scheduling/Assignments. They had 80% or more agreement for assigning students to: Task 10, Developmental Reading Program; Task 11, Corrective Reading; and Task 12, Remedial Reading Program. Board members felt that Consultant/Specialists should be responsible for assigning and scheduling students but not having the responsibility for teaching. Consultant/Specialists should concentrate on helping other teachers teach reading. There was 80+% agreement among BM on diagnosing and testing students (Task 69) from subcategory III.D. Testing and subcategory II.D. Curriculum Considerations (Task 40) which involves developing and reviewing long range departmental goals and objectives. Board members also agreed with each other 80+% on Task 32 (providing orientation program for new faculty members) and on Task 73 (review data to evaluate the Reading Department's effectiveness) in subcategory III.E. Effectiveness. For Tasks 42 and 43 from subcategory II.D. Curriculum Considerations there was 70+% agreement among BM. Task 42 involves planning curriculum

with faculty members concerning the immediate school year (short range) and Task 43 concerns long range curriculum planning. Board members also considered Task 54 (gathering and interpreting statistics for the school system and/or specific schools) under subcategory II.G. Research Considerations as important. BM did not rate preparing reports of reading test results as high but they did include Task 71 as a responsibility of the Consultant/Specialist (uses strategies and/or devices in addition to standardized tests for evaluation of students). BM also rated preparing long range plans for books, supplies and equipment as a priority.

Superintendents

Superintendents (SUP) appear to have very definite attitudes toward the tasks presented. As a group SUP were either "for something" or they were not. They did not judge something half-way. Perhaps this is the very reason they have succeeded as superintendents. As a group SUP were very strong for particular tasks within subcategories III.D. Testing (Task 70) and III.E. Effectiveness (Task 72). They were strong in agreement for subcategory II.D. Curriculum Considerations (Tasks 40, 44 and 45) and were the only group with four choices in subcategory II.G. Research Considerations (Tasks 53 and 54). SUP were also very definite on subcategory I.B. Scheduling/Assignments (Tasks 10, 11 and 12) as were Consultant/Specialists. Their strength of agreement was displayed for Tasks 10, 11 and 12. (RCSs also supported these tasks but they included Task 13.)

SUP were very much in favor of Tasks 21, 22 and 23 for I.E. Budget Considerations. They were 80+% in agreement for all six choice options for "Degree of Importance" (DI) and "Degree of Responsibility" (DR) (refer to Appendix L). Therefore, SUP want to give control to Consultant/Specialists for preparing the budget, overseeing the internal allocation of budget funds and approval of departmental purchase requests. Curriculum Supervisors (CUR) with 70+% agreement in all six options supported the SUP for budgetary matters.

Another standout choice for SUP was in II.A. On-Site/In-Service Programs (Tasks 28-32). SUP agreed 80+% on all five tasks in this category (CUR and RCS did also).

SUP and CUR want to delegate more responsibility to Consultant/Specialists for organizing and conducting in-service programs for parents as well as reading, content area and special services personnel. They also consider providing orientation programs for new faculty (reading) to be very important. SUP ranked classroom teaching assignments as important but they did not reach agreement on teaching responsibility for Consultant/Specialists. BM and CUR agreed with SUP while Principals/Vice Principals (PVP) considered teaching assignments important and they delegated the teaching assignments to RCS (70+%).

Fourteen tasks fell within the 80+% for agreement among the five SUP who participated in the study (Tasks 70, 72, 40, 44, 45, 10, 11, 12, 21, 22, 23, 28, 31 and 32). These tasks were agreed to by SUP for both "Degree of Importance" and "Degree of Responsibility." These

tasks represents segments of these subcategories: III.D. Testing; II.D. Curriculum Considerations; I.B. Scheduling/Assignments; I.E. Budget Considerations; and II.A. On-Site/In-Service Programs.

Curriculum Supervisors

Curriculum Supervisors (CUR) as participants were limited in number. Since there were only four participants for this particular category, this author believes a majority response was achieved when 3/4 or 4/4 curriculum supervisors agreed on a particular task.

When examining totals of "Degree of Importance" and "Degree of Responsibility" combined subcategories, out of 146 possible choices there are only 25 at 100%. This corresponds with the same number achieved by PVP and BM groups, where criteria is 70% or more (or for CUR three of four). There are a total of 70 agreement blocks out of a possible 146 (73 "Degree of Importance" and 73 "Degree of Responsibility" choices) for CUR. Therefore, there is a tremendous display of support among CUR for III.D. Testing, II.D. Curriculum Considerations, III.A. Guidance, I.E. Budget Considerations, II.A. On-Site/In-Service Programs, II.F. Demonstration Lessons, II.H. Committees/Workshops/Conferences, and certain tasks found within III.B. Group Advocacy (Tasks 65 and 66) and I.B. Scheduling Assignments (Tasks 10, 11, 12 and 13) subcategories. The high level of agreement occurs within the 70+% levels where 20 tasks are generated (69, 72, 73, 42, 54, 58, 59, 11, 13, 55, 56, 65, 66, 21, 22, 23, 28, 31, 32 and 37).

This group (CUR) corresponds closely with responses generated from RCS with the exception of I.E. Budget Considerations and II.F. Demonstration Lessons. CUR appear to be extremely supportive of expanded role or altered role expectations (not only remedial teaching) for Consultant/Specialists.

There is another correlation to be found among CUR and SUP. They agree with each other for these subcategories: III.D. Testing, III.E. Effectiveness, II.D. Curriculum Considerations, I.B. Scheduling Assignments, I.E. Budget Considerations, and II.A. On-Site/In-Service Programs.

Principals/Vice Principals

The Principals/Vice Principals (PVP) agreed as a group, as did most other groups, about these subcategories: (1) III.D. Testing, (2) III.E. Effectiveness, (3) II.D. Curriculum Considerations and (4) II.G. Research Considerations. They also feel strongly for (5) I.B. Scheduling Assignments, (6) I.E. Budget Considerations, and (7) II.B. Professional Organizations. The last response was different from other groups participating except for RCS. PVP also agreed on Tasks 46 and 47 of II.E. Classroom Teaching Assignments. They tend to add teaching with classroom assignments.

What is interesting to note about PVP was that if the eight did not unanimously agree about a task then their responses were scattered all over the choices of responses.

It is also interesting to note that there was always one PVP

respondent who consistently differed from the rest of the group. Original tallies showed that this respondent was the same person. Also, PVP as a group did not seem to be as supporting or understanding of RCS as CUR or SUP were in their responses.

In terms of pertinent current literature regarding the "ideal" consultant, or resource person, the PVP did not appreciate the role of Consultant/Specialist or its job parameters within the educational setting. As a group, they were out of touch with the current thinking on the subject of the role of the Consultant/Specialist.

Classroom Teachers

Classroom teachers (CRTS) basically never agreed as a group. With respect to 80+% agreement for "Degree of Importance" and "Degree of Responsibility" classroom teachers have a difficult time coming to any agreement whether between the two areas (DI and DR) or within one area. A cursory "run through" of the tables 1-73 (see Appendix N) allows one to view responses from CRTS spread out along the continuum of choices available. In some cases responses are found in all of the many options. Therefore, it is difficult to discuss levels of agreement for this group (CRTS) and much easier to discuss disagreement.

Actually, only two of the seventy-three tasks attained agreement at 80+% for "Degree of Importance" and "Degree of Responsibility." These two tasks are found under the subcategory III.D. Testing (Tasks 70 and 71) which concern preparing reports of reading results and using strategies and/or devices in addition to standardized tests for

evaluation of students. Five tasks are added at the 70+% agreement level: III.E. Effectiveness (Tasks 72 and 73); II.G. Research Considerations (Task 54); and I.B. Scheduling/Assignments (Tasks 11 and 12). Based on 70+% level of agreement, classroom teachers can be said to support a role for the Consultant/Specialist which includes reporting departmental accomplishments to supervisors (Task 72); reviewing data to evaluate the Reading Department's effectiveness (Task 73); and gathering and interpreting statistics for the specific school(s) and/or system (Task 54).

There are eighteen tasks which CRTS considered important at 80+% level of agreement. These tasks are: 69, 70, 71, 72, 73, 40, 42, 43, 44, 45, 54, 60, 66, 11, 12, 21, 28 and 32.

Parents

While parents (PAR) as a group do not visualize Consultant/Specialists performing Task 69 (diagnosing and testing students) as a high priority, they do feel strongly about the Consultant/Specialist preparing reports of reading test results (Task 70) and using strategies and devices in addition to standardized tests for evaluation of students (Task 71). Actually to provide services for Tasks 70 and 71 RCS must accomplish the diagnosis. Although they may have someone else administer tests to students (Task 69), this becomes an important, indispensable task of theirs.

PAR also rate subcategory III.E. Effectiveness (Tasks 72 and 73) as very important. They appear to want (as did CRTS, CUR and RCS) to

have Consultant/Specialists report departmental accomplishments to their supervisor (Task 72) and review data to evaluate the department's effectiveness (Task 73). BM were also very strong for Task 73 but not for Task 72.

PAR were strong supporters of five of seven tasks found in the II.D. Curriculum Considerations subcategory (Tasks 39, 40, 42, 44 and 45). Tasks 39, 40 and 44 were agreed upon by 80+% and Tasks 42 and 45 by 70+% of the parents. PAR place high priority on integration of language arts activities (Task 39); developing and reviewing long range department goals (Task 40); and reviewing new developments and trends in curriculum planning to identify implications for curriculum in reading/language arts (Task 44). Parents also felt short range curriculum planning (Task 42) and reviewing journals, articles and texts to disseminate information to significant other groups (Task 45) were also important.

One task stood out in the subject category II.G. Research Considerations and that was Task 54 (gathering and interpreting statistics on reading for the school system or specific schools). PAR felt this to be a very important aspect of the Consultant/Specialist's role. PAR also felt these tasks to be very important: prepares department budget for submission to the central office (Task 21); organizes and conducts in-service educational programs for reading teachers (Task 28); and provides orientation program for new faculty members who teach reading (Task 32).

Tasks 10, 11 and 12 from subcategory I.B. Scheduling/Assignments

received 70+% agreement, as did Tasks 14, 15, 16 and 17 under sub-category I.C. Policy Formation. PAR felt Consultant/Specialists should recommend policies relating to faculty use of materials (Task 14); develop departmental standards and procedures to select applicants to teach reading (Task 15); determine class size in reading classrooms (Task 16); and approve class entry/exit policy for students (Task 17).

PAR considered twenty-two tasks to be important. At 80+% level of agreement there were ten tasks with high priority ratings (70, 71, 72, 73, 39, 40, 44, 21, 28 and 32) while twelve additional tasks were listed for the 70+% level of agreement (42, 45, 54, 61, 6, 10, 11, 12, 14, 15, 16 and 17).

Nonagreement Among "Significant Other" Groups

Board Members

Board members exhibited fifty (50) incidences of nonagreement (not able to have majority consensus 70+% as a group) out of the seventy-three (73) tasks presented in this study (see Appendix M). Board members were also in nonagreement for forty (40) out of the forty-two (42) tasks considered to be nonagreement tasks for all groups. Board members are therefore not in agreement for the majority of tasks.

Board members exhibited levels of nonagreement on the following tasks (see Tables 1-73, Appendix N for specific response totals):

Table 11
Nonagreement Among Board Members

Category I

- A. Tasks 1, 2, 3, 4, 5
- B. Tasks 8, 9, 13
- C. Tasks 15, 16, 17, 18
- D. Task 20
- E. Tasks 21, 22, 23
- F. Tasks 24, 25, 26, 27

Category II

- A. Tasks 29, 30, 31
- B. Tasks 33, 34
- C. Tasks 35, 36, 37, 38
- D. Tasks 39, 41
- E. Task 49
- F. Tasks 50, 51, 52
- G. Tasks none
- H. Tasks 55, 56, 57

Category III

- A. Tasks 58, 59, 60, 61
 - B. Tasks 62, 63, 64, 65, 66
 - C. Tasks 67, 68
 - D. Task 70
 - E. Tasks none
-

Superintendents

As a group SUP disagreed with each other for forty-five (45) of the seventy-three (73) tasks (see Appendix M). Superintendents also disagreed for thirty-eight (38) of the forty-two (42) tasks considered to be at nonagreement for all groups. The exception to this was seen most notably for I.E. Budget Concerns.

Superintendents exhibited levels of nonagreement on the following

tasks (see Tasks 1-73, Appendix N):

Table 12

Nonagreement Among Superintendents

Category I

- A. Tasks 1, 2
- B. Tasks 8, 9, 13
- C. Tasks 14, 15, 16, 17, 18
- D. Task 20
- E. Tasks none
- F. Tasks 26, 27

Category II

- A. Tasks 29, 30
- B. Tasks 33, 34
- C. Tasks 35, 36, 37, 38
- D. Tasks 39, 41, 42, 43
- E. Tasks 46, 47, 48, 49
- F. Tasks 50, 51, 52
- G. Tasks none
- H. Tasks 55, 56, 57

Category III

- A. Tasks 58, 59, 60, 61
 - B. Tasks 62, 63, 64, 65, 66
 - C. Tasks 67, 68
 - D. Tasks none
 - E. Tasks none
-

Curriculum Supervisors

CUR exhibited the least number of conflicts among the groups participating in the study. They had thirty-three (33) out of seventy-three (73) tasks as areas of nonagreement (see Appendix N). CUR also exhibited nonagreement in thirty-two of the forty-two tasks

considered to be at the nonagreement level for all groups (see Tables 1-73, Appendix N).

Curriculum supervisors exhibited levels of nonagreement on the following tasks (see Tables 1-73, Appendix N for specific response totals):

Table 13

Nonagreement Among Curriculum Supervisors

Category I

- A. Task 1
- B. Tasks 8, 9
- C. Tasks 15, 16, 17
- D. Task 20
- E. Tasks none
- F. Tasks 25, 26, 27

Category II

- A. Tasks 29, 30
- B. Tasks none
- C. Tasks 35, 36, 37, 38
- D. Tasks 39, 41
- E. Tasks 46, 47, 49
- F. Tasks 51, 52
- G. Tasks none
- H. Task 57

Category III

- A. Tasks 58, 59, 60
 - B. Task 62
 - C. Tasks none
 - D. Tasks none
 - E. Tasks none
-

As opposed to other groups, the CUR were in agreement for I.E. Budget

Concerns (as were the SUP) but this placed them in nonagreement with the other groups participating in the study.

Principals/Vice Principals

Principals/vice principals exhibited forty-six (46) incidences of disagreement for the seventy-three (73) tasks presented in the study. Principals/vice principals were also in nonagreement for thirty-eight (38) of the forty-two tasks considered to be in non-agreement for all groups.

Principals/vice principals exhibited levels of nonagreement on the following tasks (see Tables 1-73, Appendix N for specific response totals):

Table 14

Nonagreement Among Principals/Vice Principals

Category I

- A. Tasks 1, 2
- B. Tasks 8, 9
- C. Tasks 14, 15, 16, 17, 18
- D. Task 20
- E. Tasks 22, 23
- F. Tasks 25, 26, 27

Category II

- A. Tasks 29, 30, 31
 - B. Tasks none
 - C. Tasks 35, 36, 37, 38
 - D. Tasks 39, 41, 42, 43
 - E. Tasks 46, 47, 48
-

Table 14, continued

-
- F. Tasks 50, 51, 52
 - G. Task 54
 - H. Tasks 55, 57

Category III

- A. Tasks 58, 59, 60, 61
 - B. Tasks 62, 63, 64, 65, 66
 - C. Tasks 67, 68
 - D. Tasks none
 - E. Tasks none
-

Principals/vice principals agreed as a group for membership in professional organizations (Tasks 33 and 34) while the other groups did not agree on these tasks. PVP also rated Task 46 (teaching scheduled classes in remedial reading) as high (80+% agreement) for both importance and responsibility. A potential problem exists here where the administrative leader (PVP) feels that RCS should teach remedial classes. (RCS were the only other group which agreed to responsibility for this task.) All other groups in the study perceived teaching remedial classes as not a responsibility of the Consultant/Specialist. Current literature supports a "consultant or resource" role, not a remedial role.

Classroom Teachers

Classroom teachers exhibited the highest level of nonagreement in that they disagreed among sixty-six (66) of the seventy-three (73) tasks presented (see Appendix M). Classroom teachers also disagreed

for all of the forty-two tasks considered to be tasks at nonagreement among all groups (42 of 42). The only group of subcategory tasks that classroom teachers agreed upon was III.A. Testing and a good portion of subcategory I.B. Scheduling/Assignments.

Classroom teachers exhibited levels of nonagreement on the following tasks (see Tables 1-73, Appendix N for specific tasks):

Table 15

Nonagreement Among Classroom Teachers

Category I

- A. Tasks 1, 2, 3, 4, 5, 6, 7
- B. Tasks 8, 9, 13
- C. Tasks 14, 15, 16, 17, 18
- D. Tasks 19, 20
- E. Tasks 21, 22, 23
- F. Tasks 24, 25, 26, 27

Category II

- A. Tasks 28, 29, 30, 31, 32
- B. Tasks 33, 34
- C. Tasks 35, 36, 37, 38
- D. Tasks 39, 40, 41, 42, 43, 44, 45
- E. Tasks 46, 47, 48, 49
- F. Tasks 50, 51, 52
- G. Tasks 53, 54
- H. Tasks 55, 56, 57

Category III

- A. Tasks 58, 59, 60, 61
- B. Tasks 62, 63, 64, 65, 66
- C. Tasks 67, 68
- D. Tasks none
- E. Tasks 72, 73

This group actually agreed in their disagreement!

For Task 13 (overseeing the reading program operation on a daily basis) CRTS don't rate this task as important nor do they rate it as the responsibility of the Consultant/Specialist; therefore, a potential problem in perception exists. Teachers perhaps equate authority with supervision and feel threatened by another potential administrative write-up on their successes or failures.

Parents

Parents exhibited fifty (50) incidences of nonagreement out of the seventy-three (73) tasks presented in the study. Parents were also in disagreement for thirty-eight (38) of the forty-two (42) tasks considered to be nonagreement by all groups. Parents' levels of disagreement do not appear to be any different from those of the other groups who participated in the study.

Parents exhibited levels of nonagreement on the following tasks (see Tables 1-73, Appendix N for specific response totals):

Table 16

Nonagreement Among Parents

Category I

- A. Tasks 1, 2, 3, 4, 7
 - B. Tasks 8, 9, 13
 - C. Tasks 14, 15, 16, 17, 18
 - D. Tasks 19, 20
 - E. Tasks 22, 23
 - F. Tasks 24, 25, 26, 27
-

Table 16, continued

Category II

- A. Tasks 29, 30
- B. Tasks 33, 34
- C. Tasks 35, 36, 37, 38
- D. Tasks 39, 41
- E. Tasks 46, 47, 48, 49
- F. Tasks 50, 51, 52
- G. Task 53
- H. Tasks 56, 57

Category III

- A. Tasks 58, 60, 61
 - B. Tasks 62, 63, 64, 65
 - C. Task 68
 - D. Task 69
 - E. Tasks none
-

Nonagreement for Tasks

To determine nonagreement of tasks, the array of responses in Appendix L for each of the 73 tasks was examined. If there was a discernible spread of responses in a group of the respondents it was so noted. After each of the seven groups was reviewed, a tally was made in each of the 73 tasks. If there was an observable spread of responses in five of the seven groups, the examiner determined it to be in nonagreement since that reflected a minimum of a 71% nonagreement level.

When the Percentage Table (Table 8) for least responsible tasks was ranked in order of the greatest percentage in the (0%-NA) column

only the first five tasks listed did not appear on the list of Non-agreement of Tasks (Table 7). Those tasks include: 3, 4, 5, 7 and 19. The remaining tasks in the table, without exception, displayed definite differing opinions as to the tasks' status. This writer then concluded that there are five tasks numerically agreed upon by the seven groups of respondents that should then be eliminated completely from the responsibility of the Consultant/Specialist (RCS).

After checking for task agreement at the 70+% level, there were twenty-four such tasks (see Table 17 and Appendix L). Therefore, forty-nine tasks remained which did not meet this agreement criteria. Forty-six tasks were actually designated as being of varying opinions or at disagreement (as shown by the Nonagreement of Tasks list). Of those forty-six, four met the 70+% level of agreement; these were Tasks 14, 39, 46 and 61 (overlapping occurred). Twenty tasks were then solely at 70+% agreement level without apparent dissension among groups. These twenty tasks should then be deemed within the realm of the role of the Consultant/Specialist. Two tasks (24 and 31) do not meet any of the above mentioned criteria.

Therefore, out of the 73 tasks, twenty tasks (6, 10, 11, 12, 13, 21, 28, 32, 40, 42, 43, 44, 45, 53, 54, 69, 70, 71, 72 and 73) were truly "in agreement"; four tasks (14, 39, 46 and 61) overlapped between agreement and nonagreement; two tasks (24 and 31) also overlapped but indicated more nonagreement characteristics; and, finally, the remaining forty-two tasks were in nonagreement by the criteria of at least five out of the seven groups showing a spread of agreement

Table 17

Nonagreement of Tasks

Discernible Spread of Responses in at Least Five of Seven Groups

Category I. 15/27 = 60%

- A. Materials/Supplies--Tasks 1, 2
- B. Scheduling Assignments--Tasks 8, 9
- C. Policy Formation--Tasks 14*, 15, 16, 17, 18
- D. Fund Raising--Tasks 20, 22, 23
- E. Budget Considerations--None
- F. Public/Community Relations--Tasks 25, 26, 27

Category II. 20/30 = 67%

- A. On-Site/In-Service Programs--Tasks 29, 30
- B. Professional Organizations--Tasks 33, 34
- C. Off-Site Programs/Field Trips--Tasks 35, 36, 37, 38
- D. Curriculum Considerations--Tasks 39*, 41
- E. Classroom Teaching Assignments--Tasks 46*, 47, 48, 49
- F. Demonstration Lessons--Tasks 50, 51, 52
- G. Research Considerations--None
- H. Committees/Workshops/Conferences--Tasks 55, 56, 57

Category III. 11/16 = 69%

- A. Guidance--Tasks 58, 59, 60, 61*
- B. Group Advocacy--Tasks 62, 63, 64, 65, 66
- C. Decision Making Procedures--Tasks 67, 68
- D. Testing--None
- E. Effectiveness--None

15 of 19 categories have some nonagreement = 79%

46 of 73 tasks have some nonagreement = 63%

*4 tasks that have overlap in agreement.

Table 17. Listing of Tasks found to be in nonagreement for each category and subcategory.

Table 18

Nonagreement of Tasks by Group

Identification of Nonagreement of Tasks by the Seven Groups

Task	BM	SUP	CUR	PVP	RCS	CRTS	PAR
1.	X	X	X	X	X	X	X
2.	X	X		X	X	X	X
3.	X					X	X
4.	X					X	X
5.	X						
6.						X	
7.						X	X
8.	X	X	X	X	X	X	X
9.	X	X	X	X	X	X	X
10.							
11.							
12.							
13.	X	X				X	X
14.		X		X	X	X	X
15.	X	X	X	X	X	X	X
16.	X	X		X	X	X	X
17.	X	X	X	X	X	X	X
18.	X	X	X	X	X	X	X
19.						X	X
20.	X	X	X	X	X	X	X
21.	X					X	
22.	X			X	X	X	X
23.	X			X	X	X	X
24.	X					X	X
25.	X		X	X	X	X	X
26.	X	X	X	X	X	X	X
27.	X	X	X	X	X	X	X
28.					X	X	
29.	X	X	X	X	X	X	X
30.	X	X	X	X	X	X	X
31.	X			X	X	X	
32.						X	
33.	X	X			X	X	X
34.	X	X			X	X	X
35.	X	X	X	X	X	X	X
36.	X	X	X	X	X	X	X
37.	X	X	X	X	X	X	X

Table 18, continued

Task	BM	SUP	CUR	PVP	RCS	CRTS	PAR
38.	X	X	X	X	X	X	X
39.	X	X	X	X	X	X	X
40.					X	X	
41.	X	X	X	X	X	X	X
42.		X		X	X	X	
43.		X		X	X	X	
44.						X	
45.						X	
46.		X	X	X		X	X
47.		X	X	X	X	X	X
48.		X		X	X	X	X
49.	X	X	X		X	X	X
50.	X	X		X		X	X
51.	X	X	X	X	X	X	X
52.	X	X	X	X	X	X	X
53.					X	X	X
54.				X	X	X	
55.	X	X		X	X	X	
56.	X	X			X	X	X
57.	X	X	X	X	X	X	X
58.	X	X	X	X	X	X	X
59.	X	X		X	X	X	
60.	X		X	X		X	X
61.	X	X		X	X	X	X
62.	X	X	X	X	X	X	X
63.	X	X	X	X	X	X	X
64.	X	X	X	X	X	X	X
65.	X	X	X	X	X	X	X
66.	X	X	X	X		X	
67.	X	X	X	X	X	X	
68.	X	X	X	X	X	X	X
69.							X
70.	X						
71.							
72.						X	
73.						X	

as to the "Degree of Responsibility" of that task. The forty-two tasks include: 1, 2, 8, 9, 15, 16, 17, 18, 20, 22, 23, 25, 26, 27, 29, 30, 33, 34, 36, 37, 38, 41, 47, 48, 49, 50, 51, 52, 55, 56, 57, 58, 59, 60, 62, 63, 64, 65, 66, 67 and 68. That number indicates nonagreement in 58% of the tasks, notwithstanding the fact that of the 73 tasks all but Tasks 10, 11, 12 and 71 did not have at least one group disagreeing.

Consultant/Specialist Interpretation of Tasks

Agreement Among Colleagues

Consultant/Specialists (RCS) as a group believe testing to be an important task for them. This is indicated by their responses showing that there was 80+% agreement in their support for the entire section on III.D. Testing: Task 69, diagnosing and testing students; Task 70, preparing reports of reading test results; and Task 71, using strategies and/or devices in addition to standardized tests for evaluation of students. They were also just as strong in their support of III.E. Effectiveness (Tasks 72 and 73). They had 80+% agreement for reporting departmental accomplishments to their immediate supervisor (Task 72) and for reviewing data to evaluate the reading department's effectiveness. RCS as a group also rated four tasks at 80+% (Tasks 10, 11, 12 and 13) under I.B. Scheduling/Assignments. The first three (10, 11 and 12) involve assigning students to developmental, corrective and remedial reading programs. Task 13 involves oversee-

ing the reading program's operation on a daily/weekly basis. It is interesting to note that PVP agreed with RCS at 80+% while PAR and CUR ascribed 70+% responsibility to the RCS for this task. RCS also considered three tasks in III.B. Group Advocacy as important (Task 64 at 70+% and Tasks 65 and 66 at 80+% agreement). RCS perceived themselves as advocates for student, parent and teacher concerns. The CUR were the only group to concur on Tasks 65 and 66. CUR were also the only group to again agree with RCS high level of agreement for Task 50 (conducts demonstration lessons for faculty members in reading, English or language arts) from subcategory II.F. Demonstration Lessons.

RCS also rated Task 46 (teaching scheduled classes in remedial reading) as high (70+% agreement). PVP were the only other group which supported responsibility for this task (80+%). RCS also found two tasks (2 and 6) in subcategory I.A. Materials/Supplies which produced 70+% agreement. These tasks have to do with maintaining records of books, texts and consumable supplies (Task 2) and preparing long range plans for books, supplies and equipment (Task 6). BM and PAR agreed with RCS on Task 6 but not for Task 2. RCS considered providing orientation programs for new faculty members (Task 32) from II.A. On-Site/In-Service Programs as important (80+% agreement). Only two of the seven subcategories from II.D. Curriculum Considerations were considered important by RCS (Tasks 44 and 45). RCS felt that Task 44, reviewing new developments and trends in curriculum planning and/or research (for reading/language arts) and Task 45, reviewing

journals, articles and texts to disseminate information to faculty, parents, administrators, etc. were important (70+% agreement).

A reexamination of the "agreed upon" subcategories and particular tasks as presented indicated differing perception among what RCS perceived to be their responsibility. There were similarities in III.D. Testing, III.E. Effectiveness and I.B. Scheduling/Assignments and some tasks for II.D. Curriculum Considerations. However, RCS were supportive of I.A. Materials/Supplies, II.A. On-Site/In-Service Programs, II.F. Demonstration Lessons and III.B. Group Advocacy. This indicated perceived differences by RCS and other groups as to what their role should entail.

Disagreement Among Colleagues

Reading Consultant/Specialists exhibited forty-nine (49) incidences of disagreement out of the seventy-three (73) tasks presented in the study. Reading Consultant/Specialists were also in disagreement for thirty-nine (39) out of the forty-two tasks considered to be in nonagreement for all groups.

An example of the Consultant/Specialists' inability to agree among themselves is Task 20 (seeks funds through grant writing). This task requires that the Consultant/Specialist be actively involved in the writing of grants to add extra funds into the budgeted funds for reading.

Responses to Task 20 drew mixed responses with 25 of 65 or 58% rating the tasks in the 75-100% level columns while almost as many

(23 of 61 or 35%) were in the 25-50% columns. Seventeen of 65 or 27% of the respondents rated the task at the 0% level or "Not Applicable" with almost equal responses (8 and 9) falling into each category. Seeking funds through grant writing (Task 20) achieved a weak response at the 50%-100% levels for all groups except RCS (four of 11). However, RCS demonstrated a stronger position (seven of 11 responses) at the 0%-NA levels. SUP (two of five), CUR (two of four) and PAR (five of 12) centered their responses at the 50% level while BM had 50% (four of eight) responses at the 25%-0% levels.

Thirty-one responses were recorded in the "Very Important" and "Neutral" categories. Responses were, therefore, generally favorable to having Consultant/Specialists seek funds through grant writing (Task 20). Grant writing (Task 20) was considered "Very Important" by SUP (three of five responses), RCS, (seven of 10), and CRTS (11 of 18), while CUR and PAR responded with two of four and six of 12, respectively. BM with seven of eight responses and PVP with six of seven responses indicated they were "Neutral." Commentary written in this section on the questionnaire provided insight into the number of "Neutral" responses. CUR and PAR responded at the 50% level in that category. Only RCS with one of 10 responses indicated "Not Important."

Grant writing (Task 20) is seen as an important task. Consultant/Specialists commented that 100% responsibility should be that of the Consultant/Specialist when the task is considered appropriate. Respondents (RCS) indicated they had taken responsibility

for grant writing in the past. However, RCS noted that this task is clearly an administrative function and should, therefore, be the responsibility of the director of reading, supervisor of reading or department head. A principal felt that "hopefully, central office personnel would be responsible for this task," while parents commented: "I see this task done on a consultive basis with others having the ultimate responsibility" and "I see the main job of Consultant/Specialist as interacting with those who teach reading to help them."

Consultant/Specialists, therefore, as a group, do not consider grant writing to be a task with which they should be involved. Their responses were, however, spread along the continuum, showing they do not agree among themselves about their degree of responsibility for this task. They do, however, generally agree that the task is an important one (seven of 10). It is important to note, however, that four responses were recorded which considered the task to be "Not Important" (1) or no response given (3). This is significant because it also indicates indecision for whatever reason.

The diversity of responses in both degree of responsibility and degree of importance present no clear decision for the responsibility for this task.

Agreement/Disagreement with "Significant Others"

Consultant/Specialists displayed several instances of not agreeing with the other groups ("significant others") for tasks listed in

the study.

An example of Consultant/Specialists' inability to agree with "significant others" is Task 40. This task states: Develops and reviews long range departmental goals and objectives. The task requires the Consultant/Specialist to design and create goals and objectives which serve to guide those charged with teaching youngsters. This task is extremely important, whether these goals are considered to be short or long range. The International Reading Association's Guidelines (1986) provides (Section VI.B.2) a statement of competency which closely approximates Task 40. It states: The (Consultant/Specialist) works with the staff to specify the objectives of the Reading/Language Arts Program.

The majority of responses (46 of 66 or 70%) were totaled in the 75-100% Degree of Responsibility column with 30 responses in the 100% column making Task 40 a high priority for the Consultant/Specialist. Task 40 received a strong response (75+%) at the 75-100% responsibility level from all groups except the RCS (and CRTS). RCS produced six of 11 responses for Task 40 at the 0%-Not Applicable column and only three of 11 responses were found at the 75-100% levels. It is important to note that a total of only 10 responses were recorded in the 0%-Not Applicable column from all groups. It is also interesting that the majority of BM (seven of eight), CUR (three of four), SUP (four of five) and PVP (six of eight) responded to this task in the 75-100% Degree of Responsibility category. The Consultant/Specialist's role in developing and reviewing long range departmental

goals and objectives was rated extremely high with 59 of 65 responses (91%) in the "Very Important" category. Respondents considered this a high priority for the role of the Consultant/Specialist.

Written commentary on Task 40, which concerns itself with developing and reviewing long range departmental goals and objectives, indicated that parents thought it was "A cooperative task done with teachers and Consultant/Specialists helping one another"; ". . . very important!!"; ". . . done with teacher and administrators"; and ". . . done on a consultant basis." One curriculum specialist indicated that this task ". . . should be thought of as a cooperative effort with the Consultant/Specialist's supervisor." Consultant/Specialists commented that this was not a task for them but for their supervisor (principal, curriculum specialist, director of reading or department supervisor). However, it should be noted that these small school systems do not typically retain a director of reading or reading supervisor.

Responses to Task 40 are scattered throughout the 0-100% Degree of Responsibility levels especially those given by RCS and CRTS. It appears that either expectations or perceptions of these groups (RCS and CRTS) based on present job descriptions are not synonymous with those considered policy makers (BM and SUP) or administrators (CUR and PVP). PAR responses (11 of 12) are also in line with those responses. All five groups (BM, SUP, CUR, PVP and PAR) rate this task as "Very Important" and give a high Degree of Responsibility for developing and reviewing long range departmental goals and objectives to the

role of Consultant/Specialist. The majority of RCS do not see themselves as being involved with goal setting or creating objectives by which reading as a subject should be organized. Other disciplines have goals and objectives (long and short term) with which courses are structured. Only four of 11 RCS indicated 100% responsibility for this task. This indicates that RCS as a group are not in agreement with each other and the majority do not feel there should be short or long range planning to structure the discipline.

Consultant/Specialists should operate programs with long range goals and objectives to guide them. The results of their responses show they lack agreement as a group about such an important aspect of planning as goal setting. They also exhibit a non-assertive attitude toward being involved in the educational planning process.

Consultant/Specialists in smaller school systems, with or without a director of reading, need to become actively involved in the school environment, not fringe members operating "pull-out" programs.

Another example of disagreement of Consultant/Specialists with "significant others" is for Task 28 (Organizes and/or conducts in-service education programs for faculty members teaching reading classes). This task requires the Consultant/Specialist to conduct in-service education by creating workshops and seminars to supplement or enhance knowledge of subject matter in reading. In-service presents new and/or current curriculum matters to those faculty members responsible for teaching reading and is important for curriculum, instructional and staff development supportive of the educational

setting. The International Reading Association includes a similar statement regarding in-service in its latest Guidelines update (April 1986). The I.R.A. lists this task under "Continuing Program Maintenance, Planning and Improvement: Staff Development" (Section IV.C.2). This section states: "Plans, conducts, and evaluates in-service programs in Reading/Language Arts."

Task 28 received strong responses at the 75%-100% levels by BM (four of five), CUR (three of four) and PAR (11 of 12). BM with five of eight responses, PVP with four of eight, and CRTS with 10 of 18 also provided a majority of responses at the 75%-100% levels. Only RCS who spread responses across all levels did not achieve a majority at any one level though the 100% column received five of 11 responses. CRTS also spread responses from the 100% level to 0%.

Task 28 was considered "Very Important" with over 90% (91%) of total percentage responses from each group in that category. Groups achieving 100% were SUP with five responses, CUR with four and RCS with 11. There were no responses in the "Not Important" column.

Organizing and conducting in-service programs for faculty who teach reading (Task 28) is considered important by respondents (CUR, CRTS, RCS and PAR); however, it is considered to be a task which "should receive support of the building administrator, central office" and "should become a cooperative working effort with the department supervisor or curriculum supervisor." Consultant/Specialists commented that this task "belongs to the director of reading, if there is one, and the Consultant/Specialist should work with the director."

Another Consultant/Specialist indicated: "I do things on an individual basis with teachers (e.g., I visit each reading group within the building and conference with the teacher)." Teachers commented:

"Rarely done!" or ". . . never conducts in-service. When a new basal was purchased she [the Consultant/Specialist] did no introduction nor did she offer any assistance."

Responses generated for this question about the degree of responsibility for in-service programs indicates disparity exists for what is considered to be an extremely important task. BM, SUP, CUR and PAR feel this task belongs to RCS. The lack of agreement from PVP, CRTS and RCS is unusual. The RCS is the best qualified person to perform in-service for teachers of reading. It is also not understandable why RCS feel it is not part of their job to perform in-service, especially in their field of expertise. Several suggestions can be given as reasons for disparity among Consultant/Specialist (RCS) responses. All eleven feel the task to be "Very Important" but are not in agreement as to their responsibility. Perhaps they feel (1) inadequate in terms of current technique and strategies, (2) not current in research generated in the field, (3) more attention has been given to other disciplines (computers and writing), (4) more time is needed in their already busy schedules for planning or (5) structure of schedule should be changed to eliminate "pull-out" programs. It is therefore important for Consultant/Specialists to realize that a conflict exists regarding perception of responsibility and RCS have to actively invest themselves in the learning process.

What better way than to help teachers become better teachers of reading than to provide in-service programs? Reasons should also be explored for CRTS not wanting in-service in reading to be presented by Consultant/Specialists.

Analysis of Controversial Issues Raised

Consultant/Specialist as an "Outsider"

The addition of a Consultant/Specialist to a school staff typically means that selected children are taken out of the classroom on what is often termed a "pull-out" basis. It is not typical for the Consultant/Specialist to give suggestions to the classroom teacher or to provide diagnostic feedback or materials. What often occurs is that (1) two separate reading programs for certain "special" students occur or (2) one "special" program exists apart from the mainstream of classes.

Consultant/Specialists who subscribe to practicing "pull-out" programs, set up conditions which force their expertise to become sidetracked or never to reach its full potential in the educational setting. Unfortunately, Consultant/Specialists feed into these concepts by teaching scheduled remedial classes. This locks up their time during the day, leaving little time left for consulting, resource help and in-service work. It is then that Consultant/Specialists create the "outsider" persona because they are unable to meet the needs of all groups with whom they interact.

Consultant/Specialist as "Insider"

Those Consultant/Specialists who find themselves trying to accomplish all the tasks needed to be done easily become overwhelmed by the amount of work to be completed during the course of the school year. This study points out that it is only the RCS and PVP (Task 46) who still subscribe to the idea of the Consultant/Specialist as a remedial reading teacher. However, agreement does not exist among these groups either. The five other groups felt strongly, as evidenced by commentary and percentage totals, that Consultant/Specialists should be helping students, teachers, parents and administrators and not teaching scheduled classes. They (RCS) should plan programs and teach as master teachers.

The other groups participating in the study place high priority (responsibility) and importance on such tasks as: (1) placing students in correct classes; (2) observing students in reading classes; (3) providing in-service workshops for reading teachers; (4) planning for short and long term curriculum goals; (5) completing budgetary tasks, etc.

Reviewing the seventy-three (73) tasks presented in the study, it is found that these tasks displayed significant responsibility (75-100% responsibility) while only a few tasks ascribe minimal responsibility (25-50%). Consultant/Specialists who attempt to have responsibility for all the tasks as listed would have difficulty trying to accomplish them within the time frames allotted (school days, year). It is an impossible responsibility.

As insiders to the system, Consultant/Specialists found that they were subject to certain "pitfalls" of the profession. The largest complaint was the lack of available time to be effective in all duties. Next they felt that their administration of a program was too limited by people and budgetary problems. Consultant/Specialists found problems surfaced when they tried "to please everyone." They felt this was basically impossible in the educational setting as presently organized. Another problem arose because Consultant/Specialists felt they were too sympathetic to situations as they occurred. They also felt they were caught between the demands of classroom teachers and administrators. This caused Consultant/Specialists to feel powerless and without the ability to effect change. Consultant/Specialists felt also that they had constantly to "try" for acceptance from their peers while also having to coordinate the activities of others (classroom teachers). Consultant/Specialists also expressed concern about not knowing exactly what the role entailed.

Consultant/Specialist as an Advocate

Admittedly, there are problems within the role of RCS. Many in the profession feel a sense of isolation in their job role while others do not. There was also expressed commentary from RCS that they had no perception of the inherent problems which exist concerning their role. Having Consultant/Specialists perform "pull-out" reading programs fosters failure. Youngsters almost inherently know reading

is germane to all subjects and to be separated from their regular class only strengthens their feelings that they are different and inadequate. It is the duty of Consultant/Specialists to act as advocates for the population for which they are responsible--the students.

There is also a definite need for the profession to monitor itself and provide resources to Consultant/Specialists to update their knowledge of the profession. Smaller school systems which do not have department heads or supervisors in reading place many more administrative tasks upon the Consultant/Specialist. Consultant/Specialists therefore not only must have expertise in the teaching of reading and problems in reading, but also must be efficient managers, administrators, in-service teachers, statisticians and research synthesizers. Consultant/Specialists need to have strong interpersonal skills and be very knowledgeable of the consultive process itself. They need to know how to consult with teachers (CRTS) to bring about change in the reading classroom by offering their expertise to enhance the climate. They need to work with CURs to promote reading as a system priority for curriculum updating and they need to "sell" PVP on relinquishing some of their administrative power by redelegating it to enhance the role of Consultant/Specialist by establishing a "consultive" model format within the school.

Here lies a definite problem because reading groups have never really defined the term "consultant" for the Consultant/Specialist's role and the Consultant/Specialists in their training have never

really defined the role either. Therefore, the role basically has existed as teacher/diagnostician/evaluator within the educational setting. Attempts now are being made to reclarify the role of consultant as a "resource" person. The term being used is "consultive/resource" person. This is fine; however, "consulting" implies more than "resource." Therefore, a consultive model for the reading profession needs to be constructed.

At a time when effective teaching of reading is considered extremely important and when methods of teaching reading are becoming increasingly complex and difficult to manage, a reading Consultant/Specialist can be a valuable resource not just for a few children but for the entire school.

Summary

Chapter IV presented a discussion on the quantitative/qualitative components of this study and then divided the tasks [seventy-three (73) tasks originally presented in the study] into seven subtopics for later analysis: (1) most critical subcategories from percentage totals; (2) most important tasks based on percentage totals; (3) least important tasks based on percentage totals; (4) greater responsibility tasks based on group agreement at 80% plus; (5) lesser responsibility tasks based on 70% plus agreement among groups; (6) subcategory priority based on group agreement for tasks presented within the nineteen subcategories.

Analysis in Chapter IV also presented the level of agreement for groups considered "significant others" (six groups) as well as the level of disagreement among these six groups. It was also important to analyze Consultant/Specialists as a separate group to perceive their interpretation of the seventy-three (73) tasks. The discussion centered on three broad areas: (1) agreement among colleagues; (2) disagreement among colleagues; and (3) agreement/disagreement with "significant others." Culminating this discussion was a brief analysis of controversial issues raised within this study. Chapter V presents the conclusions, recommendations and implications for further research. A discussion regarding ambiguity and conflict in the Consultant/Specialist's role is presented in Chapter V which parallels the controversial issues raised in the study.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER RESEARCH

Introduction

Chapter I provided background and rationale for the need to examine perceptions of others (significant others) and of Consultant/Specialists about the role of the reading Consultant/Specialist in the educational setting. That problems exist in performing the role was demonstrated. This established the purpose for the investigation; the educational importance of the study; pertinent questions and limitations of the study; and a brief description of terms used in the study. Chapter I also included a concise presentation of the proposed research procedures and methodology.

Chapter II included a review of the literature in these major areas relevant to the topic: (1) research documenting the problems associated with the role of Consultant/Specialist; (2) research reporting various problems with teacher preparation programs; and (3) research relative to needed changes in teacher certification programs. The literature indicated that there were problems associated with the role as well as with teacher preparation programs. There was also a need to restructure teacher certification programs.

Chapter III outlined the method of research conducted by the author. An overview of the study, the participants, instruments utilized and the data collection procedures and analysis were also

described.

Chapter IV presented the findings and analyzed the data, including the anecdotal data gathered from written commentary and interviews. Also included was a brief discussion of certain critical issues which surfaced as the study progressed.

The final chapter (V) summarizes the study; draws conclusions; discusses pertinent implications; and makes recommendations for further research.

Studies examining the role of the Consultant/Specialist in reading have concluded that this profession suffers from the lack of a clearly formed role description (Spicknell, 1972; Mason and Palmatier, 1973; Harker, 1973; Jurata, 1975; Robinson and Pettit, 1978; Bean and Eichelberger, 1986). This study has shown the lack of agreement among groups studied as to their perception of the expected and actual duties of the Consultant/Specialist in reading. Tasks attributed to the role range from administrative to instructional to technical assistance functions. In addition to problems with knowledge of subject matter and professional competencies associated with the role, problems exist for the Consultant/Specialist when (1) too many tasks are ascribed to a role, (2) too many tasks are generated in unequal proportions causing time constraints to dictate programs and (3) diverse perceptions of the role among Consultant/Specialists and "significant other" groups confuse the nature of the tasks as well as cloud the question as to where the responsibility lies.

A source of confusion lies in having an organizational model

which classifies the Consultant/Specialist as a peripatetic teacher without consultive status. Another problem occurs when the Consultant/Specialist teaches only remedial reading classes and services students in "pull-out" programs. Still more problems are associated with the role: (1) the various titles given the role; (2) varying state certification standards; (3) a lack of continuity in teacher training programs; (4) a lack of training in in-service and resource organization skills; (5) a lack of training in consulting skills available in the university training programs; and, finally (6) the lack of farsightedness by those involved in the national professional organizations (e.g., the International Reading Association) to assist Consultant/Specialists in identifying a common role before their jobs are completely eradicated as being functionless within the educational setting. The latest I.R.A. Guidelines for Professional Preparation (1986) are not helpful because as guidelines they only update competencies and do not address the problems with the role(s) as they exist. Complicating the issue further is the practice of many communities of synthesizing the role under the umbrella term "language arts coordinator or specialist." This term encompasses all facets of the English and reading curriculum into an integrated "whole approach" to learning. While this may be the wave of the future, many current reading Consultant/Specialists are unprepared for the role.

Conclusions

The purpose of this study was to examine the attitudes and perceptions of several groups [school board members (BM), superintendents (SUP), curriculum supervisors (CUR), principals/vice principals (PVP), classroom teachers (CRTS) and parents (PAR) as well as Consultant/Specialists (RCS)] about the role of Consultant/Specialists and discern to what extent, if any, these groups agreed or disagreed about this role. Information was obtained by questionnaire response and commentary as well as through participant observations given in interviews and casual conversations.

The following are conclusions developed from responses given and the analysis of those responses presented in Chapter IV.

Re: Critical Subcategories (First Analysis)

(1) Testing, (2) Effectiveness, (3) Curriculum Considerations, (4) Research Considerations and (5) Guidance include eighteen specific tasks. Those task numbers were: 39, 40, 42, 43, 44, 45, 53, 54, 58, 59, 60, 61, 69, 70, 71, 72 and 73.

Re: Critical Tasks

There were thirteen tasks where there was an 80% or above commitment (agreement) from all groups participating in the study (BM, SUP, CUR, PVP, RCS, CRTS and PAR) in both Degree of Importance and Degree of Responsibility. These thirteen tasks were: 10, 11, 12, 28, 32,

40, 44, 45, 69, 70, 71, 72 and 73.

Re: Additional Critical Tasks

Eleven more tasks were added to the original thirteen when criteria was reduced to include a 70-79.9% commitment (agreement) from all groups participating (BM, SUP, CUR, PVP, RCS, CRTS and PAR) in both Degree of Importance and Degree of Responsibility. These eleven tasks were: 6, 13, 14, 21, 39, 42, 43, 46, 53, 54 and 61.

Re: Critical Subcategories (Second Analysis)

Using the 80% and above and the 70-79.9% criteria for agreement among groups, the subcategories remained basically the same for the 80% and above criteria for the first three subcategories of the First Analysis, which were: (1) Testing, (2) Effectiveness, and (3) Curriculum Considerations, while (4) and (5) subcategories changed to (4) Scheduling/ Assignments and (5) On-Site/In-Service Programs. When the 70-79.9% criteria was utilized Research Considerations reappeared as subcategory (6). Four of the original five subcategories were basically the same as those listed in the First Analysis with the exception of the additional strength for Scheduling/Assignments which replaces (5) Guidance.

Re: Agreement/Nonagreement Within Groups ("Significant Others")

There was little agreement among groups considered "significant others" (BM, SUP, CUR, PVP, CRTS and PAR) when the 80% or above

criteria was utilized on the thirteen critical tasks and there was very little agreement within the groups themselves. (See Tables 1-73 in Appendix N).

Re: Agreement/Nonagreement of Consultant/Specialists (RCS) and "Significant Others"

There was some agreement but not consistent agreement among "significant others" and Consultant/Specialists when they ascribed responsibility for tasks for role clarification. The closest group agreement was among three groups (SUP, CUR and RCS).

Re: Agreement/Nonagreement Among Consultant/Specialists (RCS) as a Group

Consultant/Specialists displayed nonagreement among many tasks. (See Tables 1-73 in Appendix N).

Re: Universal Agreement/Nonagreement Among 73 Tasks

There was not one task among the seventy-three (73) tasks listed where there was universal agreement among all groups regarding the Degree of Importance and Degree of Responsibility. Only Task 71 (uses strategies and/or devices in addition to standardized tests for evaluation of students) had agreement reached among six of the seven groups participating.

This study researched perception of the role of Consultant/

Specialist and it must be noted that in addition to agreement/nonagreement for tasks based purely on percentage of responses there are many cases of nonagreement which exist within groups and among groups. Therefore, tasks which exhibit a high degree of agreement for specific groups and rank high in terms of percentage of responsibility and importance can also exhibit a high degree of nonagreement due to (1) the particular group disagreeing, (2) the spread of responses within a particular group and (3) the nature of the commentary generated.

Implications of This Study

Based upon the results of the analysis and within the limitations of the study, the following implications were developed:

- (1) The thirteen tasks considered agreeable to groups participating in the study at 80% or more agreement are adequate for full time role responsibility for the Consultant/Specialist. When eleven other tasks (at 70% or more agreement) are added (total 24) the role responsibility is very full. The 24 tasks previously mentioned should be considered an overwhelming job description for the Consultant/Specialist role. However, for sixty-seven tasks (eliminate seven tasks rated as low responsibility), Consultant/Specialists are considered to have some degree of responsibility; these tasks are deemed important for the Consultant/

Specialist role. Therefore, this role should be considered "out of control" because it is: (1) an impossible role situation for anyone; (2) indicative of the diversity of perception of the various groups participating in the study; and (3) indicative of an impossible number of tasks that can be accomplished within a limited performance time frame. If Consultant/Specialists are locked into teaching remedial classes all day, every day, they cannot perform the other duties.

- (2) The term "Consultant" has to be defined and delineated so that Consultant/Specialists are: (1) not just remedial teachers having the title of Consultant/Specialist and (2) not doing two separate jobs (remedial teacher and Consultant/Specialist) while only being paid one salary.
- (3) Consultant/Specialists in the field cannot agree among themselves as to their best role in the educational setting. This leads to problems in: (1) role perception by other groups; (2) role conflict due to conflicting perceptions of the role; (3) role ambiguity due to improper delineation of the level of authority as well as reasonably established time parameters for performing the role; and ultimately (4) "burnout" due to conflicting role signals given and received within the educational setting.
- (4) "Significant Others" (BM, SUP, CUR, PVP, CRTS and PAR) cannot agree among themselves or necessarily with each other

as groups regarding the Degree of Responsibility for the tasks presented for the role of Consultant/Specialist. This only serves to underscore the four (4) statements under the preceding section (3. Consultant/Specialists--see above).

It appears that there are many tasks which Consultant/Specialists can and should be doing which ultimately enhance the role of reading as a subject in the educational setting. However, Consultant/Specialists as a group tend to subscribe too much time to teaching remedial reading classes to small groups of students rather than helping other teachers teach reading by providing resource help, consulting expertise, in-service packages, and current diagnostic feedback.

The results of this study reaffirm that differing levels of perception exist about the role(s) of the Consultant/Specialist. This is true of the diverse groups which come in contact with the Consultant/Specialist (termed "significant others": BM, SUP, CUR, PVP, CRTS and PAR). It is also true that there are differing perceptions among Consultant/Specialists themselves regarding their roles and the tasks associated with those roles. In addition, the absence of a clear role concept for the degree of authority a Consultant/Specialist possesses causes more problems. The Consultant/Specialist cannot clearly identify with a peer group of either classroom teachers or administrators. The concept of the Consultant/Specialist as an "outsider" then seems inevitable. This leads to isolation within the educational setting. Traditionally, the Consultant/Specialists have performed "pull-out" programs to help service remedial students. They have done this by

duplicating reading classes essentially in isolation and apart from the mainstream classes given in reading. This again presents the Consultant/Specialist as an "outsider" in the educational setting. Therefore, it is no surprise that others (significant others) and Consultant/Specialists, themselves, cannot agree about the tasks to be performed by Consultant/Specialists. Perception of their role is inconsistent and uneven and conflicts are unavoidable due to a situation which does nothing to help itself.

Role Conflict/Role Ambiguity Factors

The results of this study then allow this writer to posit that role conflict/role ambiguity does exist regarding the role of Consultant/Specialist. If significant others cannot agree and Consultant/Specialists cannot agree, then a conflict exists. The role of Consultant/Specialist, by necessity, demands interaction with diverse groups (significant others). If the perception of these significant others regarding the expectations of the role of Consultant/Specialist continually differs, the Consultant/Specialist's role identity within the educational setting is eroded and uneven and their effectiveness is diminished (role conflict). A similar problem exists when Consultant/Specialists cannot agree among themselves about their role (role ambiguity). They further erase their role identity and actually help to confuse others who come in contact with them in the educational setting. This also impedes their ability to function

effectively within the educational setting where they actually strengthen their role as "outsiders" performing "pull-out" programs.

Roles are generally defined as sets of expectations about behavior associated with organizational positions. Role conflict occurs when the occupant of a position encounters inconsistent demands and expectations. According to Grusky (1980) role ambiguity refers to the situation that takes place when the occupant of a position lacks the appropriate role-related information. This occurs when the position is not clearly defined or when access to needed information is impeded (e.g., occupant's inexperience or newness to the position). Specifically, then, ambiguity refers to the degree of felt certainty regarding one's duties, authority, allocation of time and specific goals. Rizzo, House and Lirtzman (1970) identified four types of role conflict: (1) internal standards or values and the defined role behavior; (2) the time, resources, or capabilities of the focal person and the defined role behavior; (3) several roles for the same person which require different, incompatible behaviors; and (4) incompatible policies, conflicting requests and incompatible standards of evaluation as organizational expectations and demands.

Carroll (1975) suggested that investigations into role conflict problems have yielded consequences such as the following:

- (1) Individuals in professional organizations who are caught in the middle between conflicting expectations show signs of stress;
- (2) Potential sources of role conflict have resulted in signif-

icant decision-making difficulty;

- (3) Role conflict is associated with "decreased satisfaction coping behavior" that would be dysfunctional for the organization;
- (4) A very frequent role conflict behavioral response is withdrawal from or avoidance of those who are perceived as creating the conflict.

According to the reading Consultant/Specialists who responded to this study, in addition to exhibiting professional competencies, they must have strong, secure and flexible personalities in order to function effectively in the role of consultant and meet the varying needs of all concerned. Those who do not exhibit these characteristics, often through no fault of their own, withdraw to continue "pull-out" programs. What results is a lack of a clearly defined role and role conflict(s) caused by this. However, it should be noted that the degree of role conflict is also perhaps in part due to the Consultant/Specialist's own perception of the legitimate activities of that role. These perceptions then take priority for the particular Consultant/Specialist. Many Consultant/Specialists are not aware of current research studies which place them in active resource and consulting roles as opposed to a remedial teaching role ("pull-out" versus "put-in" role). Results from this study support a change in role for the Consultant/Specialist as evidenced by the top five areas of agreement: (1) Testing, (2) Effectiveness, (3) Curriculum Development, (4) Research Considerations and (5) Guidance or Consulting.

Three major conflict issues need to be resolved by Consultant/Specialists if they are to survive their role misperceptions and minimize role conflict:

- (1) The importance of organizational goals are made more definitive;
- (2) The organizational structure has some form of systematic arrangement by which the work is accomplished whereby lines of authority are clearly established and channels of communication are created;
- (3) Communication channels are established to act as a link for successful interaction in any organization because of its influence and nature.

Implications of This Study for
Future Consultant/Specialists and Administrators

For those entering the field of reading as newly certified Consultant/Specialists or Consulting Teachers of Reading, some recommendations are offered:

- (1) Teaching remedial and corrective reading classes are not the primary functions of the Consultant/Specialist's role. Consultant/Specialists should enhance their role by providing service to greater numbers of students, parents, administrators and policy makers rather than restricting their expertise to limited numbers of "pull-out" clientele.

- (2) The role of department head should be explored as a model for to the Consultant/Specialist role. The department head's job description and that of the Consultant/Specialist have many role similarities (see Falk, 1985). These considerations need to be addressed:
- (a) RCS should be paid more money because they have more responsibilities allotted to them than regular teachers;
 - (b) The department head role goes beyond that of teacher; therefore, they are paid more money. The RCS has more responsibilities than CRTS and should be paid more;
 - (c) Department heads have many responsibilities similar to those of RCS; however, department heads are given release time to accomplish these tasks. The Consultant/Specialist whose job description inherently involving consulting should have time to do this during the day (release time).
- (3) The "consultive" process should be delineated and a consultive model created to set parameters for a Consultant/Specialist role. The building principal should then make sure other staff members understand and interact with the Consultant/Specialist in this role.
- (4) There are middle management tasks ascribed to the role of Consultant/Specialist. When Consultant/Specialists operate in small school systems without benefit of a Director of Reading, their duties and responsibilities are back and

forth between consultive and administrative tasks.

Consultant/Specialists must be aware of this and actively work to insure they do not compromise their role by subscribing to more responsibilities than they can handle.

- (5) Teacher preparation programs, as undertaken in the colleges and universities, must prepare students to deal with problems associated with the role of Consultant/Specialist so that students do not naively participate in their own misperception of their role. As such, college and university professors must be aware of these problems as they exist.
- (6) Those charged with improving teacher certification programs (state boards of education) should see to it that certification standards are clearly defined to enhance the role of Consultant/Specialist. It is suggested that the two occupations be addressed separately: (1) reading teacher or teacher of reading and (2) Consultant/Specialist.

Recommendations for Further Research

The present study, which described the perception of the role of Consultant/Specialists in small school systems, highlighted a number of problems that require further investigation. The following recommendations are made for further research into role perception:

- (1) A replication of the study conducted by the author using all seven groups (BM, SUP, CUR, PVP, RCS, CRTS and PAR) or

a select group of the researcher's choice.

- (2) Clarification of the terms used in this study, such as the interpretation of the various degrees of responsibility (100%, 75%, 50%, 25%, 0%) and the degree of importance of the tasks. It has occurred to this writer that three possible interpretations might have surfaced: (1) respondents were supposed to decide how much of the responsibility belonged to Consultant/Specialists (the rest presumably belongs to CRTS, PAR, PVP, CUR, SUP and BM); (2) another interpretation might have been that decisions were made on how much of the 100% represents the Consultant/Specialist's job allocation for the item in question; and (3) the respondent decided how central the item was to the Consultant/Specialist's job. Since (3) was the main concern in this study, care should be taken that (1) and (2) not be the interpretation of the respondents.
- (3) Ethnographic study of the on-the-job behaviors of the Consultant/Specialist as parallel to the current Consultant/Specialist job perceptions.
- (4) A student of Consultant/Specialists' roles as (1) consultant and (2) resource specialist, perhaps using a different methodology to check on validity of this study.

APPENDIX A

Positions for Reading Personnel

Devers (1956) classified the positions for reading instruction into four headings: Special Teachers of Reading, Supervisory Reading Specialists, Reading Specialists in Higher Education (colleges and universities), and Specialists in Reading Clinical Work. Gray (1961) with Helen M. Robinson's help suggested criteria for preparation for the role. Gray recommended qualifications for remedial reading teachers and clinicians. He quoted the following summary which had been prepared by Helen M. Robinson with the cooperation of 109 teachers of remedial reading:

1. A broad background in educational psychology, mental hygiene, the nature of reading deficiencies and related causal factors, remedial and therapeutic measures, pertinent tests and diagnostic instruments, and case study technique.
2. Wide participation and guided practice in selecting and using tests and other diagnostic instruments, in interpreting the data secured, in use of various remedial and therapeutic measures, and in preparing and interpreting to others reports of diagnosis and remedial treatment.
3. Broad familiarity with the literature of the field and the results of relevant research; capacity to read critically and evaluate published studies and to apply the findings in appraising and using diagnosis and remedial procedures.

As for the preparation of "Supervising Reading Specialists," Gray suggested a still broader program of study:

. . . to render the various types of service required today, a supervisor or consultant needs much broader preparation. The current trend is for prospective specialists in this field to engage in one or two years of graduate study leading to a Master's degree or a certificate of qualification. Areas of intensive study are suggested by the following course titles: the psychology of reading, basic principles underlying a sound coordinated reading program in elementary and secondary schools, review of research relating to causes and remediation of reading disabilities, essentials in dynamic leadership, testing and evaluation, and supervised practice.

Additional courses are also recommended which are elected in harmony with individual needs: literature for children and youth; mental testing; emotional factors in learning; principles and procedures in guidance. A second year is devoted to an internship which provides participation in supervisory activities in elementary schools, high schools, and junior colleges and in reading clinics, accompanied by weekly seminars. Thus, the preparation of supervising reading specialists is becoming broader and more thorough. (Gray, 1961)

Smith, Nila Banton. American Reading Instruction. Newark, Delaware: International Reading Association, 1965/1974. 426 pp.

APPENDIX B

Roles, Responsibilities and Qualifications of
Reading Specialists (1968)

(Excerpts Relating to the Role of Reading Consultant)
International Reading Association

With the demand high and the supply relatively short, the danger of unqualified persons attempting those tasks which only a trained Reading Specialist should undertake has become a very real one. One means of preventing such occurrences is by establishing minimum standards for the professional performance of Reading Specialists.

The Reading Specialist may be designated as that person (1) who works directly or indirectly with those pupils who have either failed to benefit from regular classroom instruction in reading or those pupils who could benefit from advanced training in reading skills and/or (2) who work with teachers, administrators, and other professionals to improve and coordinate the total reading program of the school.

A. Reading Consultant

A Reading Consultant works directly with teachers, administrators and other professionals within a school to develop and implement the reading program under the direction of a supervisor with special training in reading.

B. Reading Consultant

- Should survey and evaluate the ongoing program and make suggestions for needed changes.
- Should translate the district philosophy of reading with the help of the principal of each school into a working program consistent with the needs of the students, the teachers, and the community.
- Should work with classroom teachers and others in improving the developmental and corrective aspects of the reading program.

C. Reading Consultant

- Meet the qualifications as stipulated for the Special Teacher of Reading.
- Complete, in addition to the above, a sixth year of graduate work including:
 1. An advanced course in remediation and diagnosis of reading and learning problems.
 2. An advanced course in the developmental aspects of a reading program.
 3. A course or courses in curriculum development and supervision.
 4. A course and/or experience in public relations.
 5. Field experiences under a qualified Reading Consultant or Supervisor in a school setting.

APPENDIX C

Recommended Standard for Preparation
in Reading Education (1976)

(Excerpts Relating to the Role of Reading Consultant)

Reading Consultant--Role 3:

Courses that deal with developmental reading instruction, approaches to beginning reading, reading in the content fields, children's or adult literature, diagnosis of reading difficulties, techniques of remedial reading instruction, measurement, research in reading, leadership for instructional change or a practicum in consulting. In addition, at least one year's experience in teaching developmental reading and at least one year's experience in teaching remedial reading.

The list of competencies that follows is intended to provide the basis for:

- certification of reading personnel;
- development of college programs in reading education and approval of these programs;
- assessment of qualifications of persons seeking employment in any phase of the reading program;
- evaluation of teacher/specialist performance.

Those state certification agencies and those colleges and universities whose programs are based on competency statements should have no difficulty in using these standards. Those agencies and institutions whose programs are based on course titles and credit hours may be guided by the following recommendations:

Role 3--providing reading consultant service to school personnel. In addition to the competencies which should be common to all reading personnel, persons in Role 3 should have the following attitudes and beliefs, knowledge and skills.

They should:

1. be convinced of the importance of involving administrators, teachers, parents, students, and the general public in the planning and development of a viable program;
2. have empathy for the reading-handicapped learner and his sensitivity to other persons' reactions to his deficiencies;
3. believe that teachers, administrators, support-personnel, parents and other adults are as much individuals as are students and that working with them requires differing approaches;
4. appreciate the concerns of content area teachers regarding their subject matter;

5. have respect for the economic, sociological, cultural, and linguistic differences within the community;
6. recognize and expect to work within the financial capabilities of the community to provide a quality reading program;
7. be tolerant of approaches to reading instruction other than those they would themselves choose to use;
8. believe that supervised experience in actual teaching is at least as important as theoretical instruction in the college classroom.

They should know:

1. patterns of child growth and development and their relation to reading instruction;
2. the causes of reading disability: physical, psychological, linguistic, educational, socio-economic, emotional;
3. components of the curriculum revision process;
4. multiple techniques for determining teachers' competencies and needs in reading instruction as a basis for planning and implementing inservice programs and services;
5. criteria for determining the strengths and weaknesses of personnel of various positions in the reading program;
6. professional resources of all types: literature, organizations, individuals, innovative programs;
7. places where outstanding aspects of reading programs exist and may be observed;
8. principles for achieving leadership in instructional change.

They should be able to:

1. administer and interpret a variety of diagnostic instruments, including an individual reading inventory and a reading attitude/interest measure;
2. interpret, in terms of planning reading instruction, the profile of either a Binet or a Wechsler;
3. refer students for further evaluation when signs of impaired hearing and/or vision, malnutrition, speech impairment, negative emotional factors, etc., are observed;
4. create criterion-referenced tests for specific purposes;
5. administer and interpret a screening test designed to identify for further diagnosis a student whose problem may be primarily a perceptual handicap;
6. use effectively a variety of instructional techniques including the directed reading activity and questioning strategies designed to help students develop skills ranging from basic recall to high-level interpretive, critical, and creative reading;
7. adjust instruction to the learning modalities of students;
8. adapt instruction to overcome such problems as lack of attention, hypertension, poor motor coordination, memory weakness, bilingualism;
10. develop purposeful communication between classroom teachers and

- the remedial/corrective teacher for the benefit of the student;
11. cooperate with content area teachers to adjust reading materials and procedures in the classroom so that the handicapped reader will be able to cope;
 12. help students develop standard oral language patterns plus a foundation of common experiential concepts and vocabulary necessary for reading instruction;
 13. plan lessons which will anticipate and deal with vocabulary and/or comprehension difficulties students may have with any given piece of content material they are expected to read;
 14. demonstrate techniques of reading instruction with students in actual learning situations as well as describe and recommend them;
 15. foster self-confidence among teachers;
 16. conduct many types of preservice and inservice activities with attention to the individual differences in background, ability, personality, goals and expectations of the persons involved, and with appropriate and varied procedures: lecture, videotaping, assigned reading, group investigations, observations;
 17. help teachers develop classroom management procedures, including record-keeping and reporting procedures, which permit maximum attention to individual differences;
 18. consult constructively with teachers on their observed behavior in a teaching situation;
 19. integrate language arts activities to extend achievement and interest in all phases of language;
 20. make professional judgments concerning the appropriate uses, given the manifest limitations, of all tests related to reading;
 21. help teachers determine the reading difficulty of their instructional materials;
 22. recruit, organize, and prepare volunteer tutorial and resource personnel;
 23. enlist the commitment and support of administrators in the effective implementation of a reading program;
 24. acquaint teachers with sources of assistance on the job: curriculum libraries, publishers' consultants, local reading consultants, other more experienced teachers, state department personnel, information retrieval sources;
 25. cite significant research findings related to their area of responsibility.

APPENDIX D

Guidelines for the Professional Preparation
of Reading Teachers (1978)
International Reading Association

General Academic Preparation

All persons in reading education should have the following:

- I. A bachelor's degree plus additional study and/or experience as needed to develop the attitudes, concepts, and skills itemized below.
- II. Preparation in foundation courses such as developmental psychology, educational psychology, educational measurement, and learning theory.
- III. Preparation as consumers and/or producers of research as appropriate for the role.
- IV. Completion of a sequence of professional experiences which includes early and continuous involvement with student learners.

Specific Academic Preparation

Two general approaches to teacher preparation are currently in use: (1) modules based on sequences of attitudes, concepts, and skills to be attained and (2) credit hour courses. Often these approaches need to be equated. This can be done by studying course content to ascertain that all essential attitudes, concepts and skills are dealt with in at least one course.

The terminology used here is that of the institutions of the United States. It must be adapted for those in other countries. For the purpose of this document, one semester hour is approximately 15 clock hours of instruction.

Titles used for persons in Roles 1-7 vary widely; e.g., the person in Role 4 may be called reading consultant, reading coordinator, reading supervisor, or reading resource person. For this reason, attitudes, concepts and skills in this document are related to roles rather than to titles. Furthermore, many persons in reading education are responsible for more than one role. The International Reading Association recommends that every person attain the attitudes, concepts, and skills needed for assigned roles.

The lists of attitudes, concepts and skills is intended to provide the basis for:

- certification of reading personnel
- development of college and university programs in reading education

- approval of college and university programs in reading education
- assessment of qualifications of persons seeking employment in any of the seven roles
- self-assessment of persons in reading education
- evaluation of the performance of persons assigned to any of the seven roles.

It is further recommended that all persons entering Roles 3, 4, 5, 6, and 7 have at least three years of experience in reading or language arts as classroom teachers in an elementary or secondary school.

Role 3 (teaching clinical/remedial reading) 15-21 hours at the graduate level, to include the following areas: developmental reading instruction, language arts instruction, foundations of development, diagnosis of reading difficulties, techniques of remediation of reading problems, literature for children/youth/reading-handicapped adults, reading in the content areas, a practicum in clinical/remedial instruction and supervision.

Role 4 (providing consultant service in reading instruction to school personnel) 21-27 semester hours at the graduate level, to include preparation in the following areas: developmental reading instruction, foundations of language development, language arts instruction, diagnosis of language development, techniques of remediation of reading-handicapped adults, reading in content areas, a practicum in clinical/remedial instruction, research in reading, leadership for instruction change, a practicum/internship in consulting and supervision.

APPENDIX E

Guidelines for the Specialized Preparation of Reading Professionals

Developed by the
Professional Standards and Ethics Committee
of the
International Reading Association

April 1986

Designated Roles and Responsibilities of Reading Professionals

Many titles are used by local, state and provincial educational agencies to describe the various roles and responsibilities of teachers and administrators involved in reading instruction. Although several different titles could be used to delineate each of the roles described in this document, for implementation of these Guidelines, a role description is more important than its title. In many educational agencies and situations, individuals fulfill more than one role. In such cases, it is recommended that a person be qualified and certificated (licensed/credentialed) for each assigned role.

Role Responsibilities

CATEGORY I: CLASSROOM TEACHERS

- **Role 1 Early Childhood and / or Elementary Teacher (Preschool 8)**
Teaches in a regular classroom at the preschool, elementary, middle school or junior high school level; responsible for classroom reading or reading readiness instruction. Also responsible for the basic identification of and the prevention of reading problems.
- **Role 2 Secondary Teacher (Grades 7-12)**
Teaches in a regular (self-contained or departmentalized content area) classroom at the middle school, junior high, or high school level; responsible for reading instruction in content areas (as opposed to instruction in specialized reading courses.)

CATEGORY II: READING SPECIALISTS

- **Role 3 Diagnostic-Remedial Specialist**
Assesses, remediates, and plans instructional intervention at the elementary or secondary level, or in a laboratory, a clinic (public, private or commercial), or a resource center at all levels. Provides service to students designated as having reading disabilities, reading difficulties, or environmental/educational deprivation (e.g., Chapter 1). Coordinates reading services provided to each disabled learner in conjunction with the classroom teacher and those in allied professions.
- **Role 4 Developmental Reading-Study Skills Specialist**
Teaches developmental and / or corrective reading, writing, and thinking skills at the secondary school, community college, college or university/professional school levels. May be responsible for teaching developmental reading in corporate educational, vocational, penal, or social agencies.
Responsible for teaching higher order developmental and study skills as well as for providing diagnostic, corrective and/or remedial services.

- **Role 5 Reading Consultant/Reading Resource Teacher**
Organizes and administers a school site reading program.
Responsible for providing leadership to classroom teachers, diagnostic remedial specialists, and/or developmental reading study skills specialists in planning, organizing, managing, and evaluating the school wide reading program. The consultant's tasks may include: a) applying current research/theory to practice in all programs; b) articulating a balanced reading language thinking program through the grades; c) providing staff development consistent with assessed needs of program and staff; d) coordinating the work of reading specialists and special services personnel; and e) advising administration and community about the school reading/language arts program.
 - **Role 6 Reading Coordinator/Supervisor**
Supervises a district wide reading and language arts program as central office staff person, or directs public, private, or corporate educational, vocational, penal, or social agency serving learners at any level.
Responsible for student progress toward reading maturity through: a) improvement of curriculum, methodology, and management of district wide reading/language arts programs and policies; b) application of current research/theory in the refinement of reading and language arts instruction; c) coordination and implementation of collaborative reading research; d) attainment of resources through budget processes and grant applications; e) development of community support for the reading/language arts program; f) supervision and evaluation of classroom teachers, diagnostic remedial specialists, and reading consultants; and g) support of professional development through provision for attendance at workshops, conferences, and conventions.
 - **Role 7 Reading Professor**
Teaches reading education courses at college or university level.
Responsible for: a) providing preservice education, inservice education, and advanced study at the college and university level to all reading professionals designated in this document; b) conducting research and evaluating the principles, practices, and needs of the field; and c) disseminating state-of-the-art information goals and objectives to the educational community and community at large through collaborative efforts in publication and speaking.
- CATEGORY III ALLIED PROFESSIONS**
- **Role 8 Special Education Teacher**
Has direct instructional responsibilities in a self contained learning disabilities or special education classroom or a resource room. Works with students who have specific disabilities in reading as well as those who are deficient in several academic areas.
 - **Role 9 Administrator**
Provides leadership to, and supervision of, elementary or secondary teachers at the building or district level. Is ultimately responsible for the school reading program.
 - **Role 10 Support Service Provider**
Provides service to students with reading problems in the role of a psychologist, a guidance counselor, a speech teacher/therapist, or a social worker in a public or private school or educational agency.

Competencies Role Titles

CATEGORY I: CLASSROOM TEACHER

- Role One: *Early Childhood and Elementary Teacher*
- Role Two: *Secondary Teacher*

CATEGORY II: READING SPECIALIST

- Role Three: *Diagnostic-Remedial Specialist*
- Role Four: *Developmental Reading-Study Skills Specialist*
- Role Five: *Reading Consultant/Reading Resource Teacher*
- Role Six: *Reading Coordinator/Supervisor*
- Role Seven: *Professor of Reading*

CATEGORY III: ALLIED PROFESSIONS

- Role Eight: *Special Education Teacher*
- Role Nine: *Administrator*
- Role Ten: *Support Service Provider*

Level of Competency

- O - not required
 - A - basic understanding
 - B - intermediate understanding
 - C - in-depth understanding
- NOTE: The knowledge areas and competencies described in this document should be regarded as minimum requirements

COMPETENCIES

	ROLES									
	Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
I Linguistic and Cognitive Bases for Reading										
A Linguistics										
1 Understands that language is a symbolic system representing concepts and feelings	A	A	B	B	C	C	C	B	A	A
2 Understands the relationship of graphophonemic, morphemic, syntactic, and semantic systems of language to the reading process	A	A	C	B	B	C	C	A	A	A
3 Respects linguistic differences in relation to the sociocultural environment	B	B	C	B	C	C	C	B	B	B
4 Understands the concept of dialectical variation	A	A	C	B	B	C	C	A	A	A
B Psychology of Language and Cognition										
1 Understands the linguistic and cognitive bases of the reading process	A	A	B	B	C	C	C	A	A	A
2 Understands the role of prior knowledge and experience in learning new information	C	C	C	C	C	C	C	C	C	C
3 Understands the modes of thought (e.g. analytical thinking, critical thinking, and divergent thinking) operative in the reading process	C	C	C	C	C	C	C	C	B	B
4 Understands the role of metacognition in reading and learning	B	B	C	C	C	C	C	B	B	B

Level of Competency: O not required; A basic understanding; B intermediate understanding; C in-depth understanding

COMPETENCIES

	ROLES									
	Classroom Teachers		Reading Specialists					Allied Professions		
	1	2	3	4	5	6	7	8	9	10
C Language and cognitive development										
1 Understands major theories of language development	C	A	C	A	B	B	C	C	A	A
2 Understands major theories of cognitive development	B	B	B	B	B	B	C	B	A	B
3 Understands the importance of oral language and in the development of reading and writing	C	A	C	C	C	C	C	C	B	B
4 Understands the role of varied instructional experiences in language and concept development	C	C	C	C	C	C	C	C	B	A
5 Understands the relationship of reading to other language arts and the content areas	C	C	C	C	C	C	C	C	C	A
II Comprehension										
A Literal/Interpretive comprehension										
1 Provides direct instruction and modeling of comprehension strategies	C	C	C	C	C	C	C	C	B	A
2 Teaches students how to apply comprehension strategies for a variety of purposes to various materials and tasks, including everyday life situations	B	C	C	C	C	C	C	C	B	A
3 Provides instruction in using knowledge of the conventions of language and genre in the reading process (e.g. sentence patterns, punctuation cues, paragraph structures, and styles of discourse)	B	B	C	C	C	C	C	C	A	A

Level of Competency: O not required; A basic understanding; B intermediate understanding; C in-depth understanding

COMPETENCIES

		ROLES									
		Classroom Teachers				Reading Specialists				Allied Professions	
		1	2	3	4	5	6	7	8	9	10

		1	2	3	4	5	6	7	8	9	10
4	Uses teacher directed questions to enhance understanding	C	C	C	C	C	C	C	C	A	A
5	Develops students' abilities to use self-guided questioning	C	C	C	C	C	C	C	C	A	A
6	Integrates comprehension strategies into the content areas	C	C	C	C	C	C	C	C	A	A
B Critical/evaluative comprehension											
1.	Develops a functional understanding of critical reading	C	C	C	C	C	C	C	C	A	A
2.	Teaches students to evaluate material in terms of recency, accuracy, adequacy, and relevance.	B	C	C	C	C	C	C	C	A	A
3.	Teaches students to seek out and synthesize information from a variety of textual and non-textual sources	A	C	C	C	C	C	C	C	A	A
4.	Teaches students to analyze bias and propaganda	B	B	B	C	C	C	C	C	A	A
C Reference and study skills											
1.	Teaches students to vary reading rate with purpose(s) for reading and difficulty of material	A	C	C	C	C	C	C	C	A	A
2.	Teaches students to locate and use reference materials	B	C	C	C	C	C	C	C	A	A

Level of Competency: O not required, A basic understanding, B intermediate understanding, C in depth understanding

COMPETENCIES

		ROLES									
		Classroom Teachers				Reading Specialists				Allied Professions	
		1	2	3	4	5	6	7	8	9	10

		1	2	3	4	5	6	7	8	9	10
3	Teaches students to take notes, to develop outlines, to combine information from a number of sources, and to use and prepare bibliographies.	B	C	C	C	C	C	C	B	A	A
4	Teaches students to use self-directed strategies for reading and study tasks	B	C	C	C	C	C	C	B	A	A
5	Teaches students to use the parts of a book: table of contents, advance organizers, headings, footnotes, summaries, questions, glossary, indexes, and appendices	B	C	C	C	C	C	C	C	A	A
6	Teaches students to understand and interpret graphics: tables, charts, graphs, figures, illustrations, and photographs	B	C	C	C	C	C	C	C	A	A
III Word Identification and Vocabulary											
A Word Recognition											
1	Understands the relationship between word recognition and comprehension	B	C	C	C	C	C	C	C	A	A
2	Teaches the flexible use of a wide variety of word recognition strategies	C	B	C	C	C	C	C	C	A	A
3	Teaches the use of: a) word recognition, b) graphophonemic relationships, and c) context clues	C	B	C	C	C	C	C	C	A	A
4	Uses a variety of approaches for teaching word recognition	C	B	C	C	C	C	C	C	A	A

Level of Competency: O not required, A basic understanding, B intermediate understanding, C in depth understanding

COMPETENCIES	ROLES									
	Classroom Teachers			Reading Specialists				Allied Professions		
	1	2	3	4	5	6	7	8	9	10
B Word meanings										
1 Teaches strategies for learning the meanings of words	C	C	C	C	C	C	C	C	A	A
2 Creates lessons to develop and extend vocabulary	C	C	C	C	C	C	C	C	A	A
IV Appreciation and Enjoyment										
A Teaching the author's craft										
1 Creates lessons to encourage appreciation of language	C	C	C	C	C	C	C	C	A	A
2 Encourages the appreciation of a wide variety of genre, appropriate to the students' developmental reading level	C	C	C	C	C	C	C	C	B	A
3 Conducts lessons to advance personal social growth through literary appreciation	C	C	C	C	C	C	C	C	A	A
B Developing lifelong reading habits										
1 Provides direct instruction and modeling in the use of books and other printed sources for personal growth and lifelong learning	C	C	C	C	C	C	C	C	A	A
2 Teaches content area reading strategies to encourage competence and independence for lifelong learning	B	C	C	C	C	C	C	B	A	A
V Diagnostic Teaching										
A Assessing student needs										
1 Regards evaluation as an ongoing process, not a onetime activity	C	C	C	C	C	C	C	C	C	C

Level of Competency: O not required; A basic understanding; B intermediate understanding; C in depth understanding

COMPETENCIES	ROLES									
	Classroom Teachers			Reading Specialists				Allied Professions		
	1	2	3	4	5	6	7	8	9	10
2 Administers, scores, and interprets both norm-referenced and criterion-referenced tests to assess reading readiness and reading achievement.	C	B	C	C	C	C	C	C	B	B
3 Uses observational and informal assessment procedures to plan and monitor student learning in reading	C	C	C	C	C	C	C	C	B	C
4 Identifies patterns of behavior which might indicate physical, social, emotional, or intellectual impediments or progress toward reading maturity	C	C	C	C	C	C	C	C	C	C
5 Understands characteristics, strengths, and weaknesses of various assessment instruments	A	A	C	C	C	C	C	B	C	C
6 Applies principles of test construction and evaluation to development, selection, and use of instruments for assessment purposes	A	A	B	B	B	C	C	B	B	B
7 Cooperates with appropriate allied professionals in assessing and planning for students with severe reading deficiencies	A	A	C	A	C	C	C	C	B	C
8 Follows appropriate procedures for referring severely disabled students to agencies and professionals for in depth assessment as appropriate	C	C	C	C	C	C	C	C	C	C
B Organizing classrooms for effective instruction										
1 Emphasizes prevention of disabling conditions	C	C	C	C	C	C	C	C	C	C

Level of Competency: O not required; A basic understanding; B intermediate understanding; C in depth understanding

COMPETENCIES

		ROLES									
		Classroom Teachers		Reading Specialists					Allied Professions		
		1	2	3	4	5	6	7	8	9	10

		1	2	3	4	5	6	7	8	9	10
2	Uses diagnostic teaching to maximize opportunities for learning	C	C	C	C	C	C	C	C	A	A
3	Understands individual differences in language development, aptitude, experience, and skill development.	C	C	C	C	C	C	C	C	C	C
4	Accepts and builds upon students' unique patterns of language	C	C	C	C	C	C	C	C	B	C
5	Uses flexible grouping based on students' instructional level, rate of progress, and interests	C	C	C	C	C	C	C	C	C	A
6	Uses differentiated instruction to accommodate students' background, aptitude, attitudes, interests, and achievement	C	C	C	C	C	C	C	C	A	A
7	Adapts content area reading instruction to meet individual needs	B	C	C	C	C	C	C	C	A	A
C. Using effective teaching and learning approaches											
1.	Uses direct instruction and modeling	C	C	C	C	C	C	C	C	B	A
2.	Teaches self-monitoring strategies	C	C	C	C	C	C	C	C	A	A
3.	Teaches a variety of study strategies	B	C	B	C	C	C	C	B	A	A
D. Instructing students with special reading needs											
1	Understands nature and multiple causes of reading/learning disabilities	B	A	C	C	C	C	C	C	B	C

Level of Competency: O = not required; A = basic understanding; B = intermediate understanding; C = in-depth understanding

COMPETENCIES

		ROLES									
		Classroom Teachers		Reading Specialists					Allied Professions		
		1	2	3	4	5	6	7	8	9	10

		1	2	3	4	5	6	7	8	9	10
2	Uses a variety of high interest materials and techniques for helping students with severe reading/learning deficiencies	B	A	C	B	C	C	C	C	A	A
3	Teaches reading strategies to students with limited language proficiency	A	A	B	B	B	B	C	A	A	A
4	Involves parents, when appropriate, in cooperative efforts necessary to help students with reading difficulties	C	B	C	B	C	C	C	C	C	C
5	Creates special reading resource rooms, clinics, or other facilities to aid students with reading difficulties.	A	A	C	C	C	C	C	B	C	C
6	Uses appropriate techniques for teaching reading to gifted and talented students	A	A	A	A	C	C	C	A	A	A
7	Coordinates instructional services for exceptional learners	B	B	C	C	C	C	C	C	C	C
VI. Continuing Program Maintenance Planning and Improvement											
A. Interaction with other professionals, parents, and the community											
1	Understands the importance of informing members of the community regarding the reading/language arts program	C	C	C	C	C	C	C	C	C	C
2	Coordinates students' special reading instruction with regular classroom instruction	B	B	C	C	C	C	C	C	C	C

Level of Competency: O = not required; A = basic understanding; B = intermediate understanding; C = in-depth understanding

COMPETENCIES**ROLES**Classroom
TeachersReading
SpecialistsAllied
Professions

	1	2	3	4	5	6	7	8	9	10
B Curriculum development										
1 Conducts needs assessments and action research to determine program needs	A	A	B	B	B	C	C	A	C	A
2 Works with the staff to specify the objectives of reading/language arts programs	A	A	A	A	B	C	C	A	C	B
3 Develops and evaluates school programs in reading/language arts	A	A	B	B	C	C	C	B	C	A
4 Implements the findings of research within the instructional program	B	B	B	B	B	C	C	B	B	B
5 Assists classroom teachers in developing reading/language arts lessons	A	A	B	B	C	C	C	A	A	A
6 Plans for integrating reading/language arts instruction with other curriculum areas	B	B	B	B	C	C	C	B	B	A
7 Is familiar with developmental, supplemental, nonprint and library materials for teaching reading	B	B	C	C	C	C	C	B	B	A
8 Uses appropriate supervisory techniques	O	O	O	O	B	C	C	O	C	A
9 Understands the importance of cost-effective budgetary practices for the reading/language arts program	A	A	A	A	B	C	C	A	C	A
C. Staff development										
1 Shares the professional literature with teachers and others as appropriate	A	A	B	B	C	C	C	B	C	B

Level of Competency O not required, A basic understanding, B intermediate understanding, C in depth understanding

COMPETENCIES**ROLES**Classroom
TeachersReading
SpecialistsAllied
Professions

	1	2	3	4	5	6	7	8	9	10
2 Plans, conducts, and evaluates inservice programs in reading/language arts	A	A	A	A	B	C	C	A	C	A
3 Coordinates all the services associated with the reading/language arts program.	O	O	A	A	B	C	C	O	C	O
D Conducting research										
1 Conducts action research in reading instruction	A	A	B	B	B	C	C	A	B	A
2 Understands and/or conducts ethnographic and experimental research in reading.	A	A	B	B	B	C	C	A	B	A
3 Uses effective procedures for formative and summative evaluation of reading programs at the school site or system level.	O	O	A	A	B	C	C	O	C	A
4 Prepares status reports for presentation to other reading personnel, administrators, school/education boards, parents and the community at large	O	O	B	B	B	C	C	O	B	B

Level of Competency O not required, A basic understanding, B intermediate understanding, C in depth understanding

APPENDIX F

Teacher Preparation Considerations

Harvard-Carnegie Reading Surveys*

Part 1 Austin and Gutmann (1961)

Part 2 Austin and Morrison (1963)

N.S.S.E. Yearbook (1968) Part II

General suggestions for strengthening preservice programs included the following:

1. Extend teacher preparation from four to five years to ensure a broad foundation in liberal arts and sciences as well as intensive professional training;
2. Recruit and select outstanding potential career teachers;
3. Require a minimum of two courses in reading for elementary school certification, one in developmental and one in diagnostic and corrective techniques;
4. Require a course in secondary reading for certification at the high school level;
5. Offer elective courses and independent study in reading for undergraduate education majors who wish to specialize in this area of the curriculum;
6. Broaden content and methodology of developmental reading for prospective elementary teachers to provide more attention to both primary- and upper-grade instructional procedures.
7. Emphasize student teaching or internship experiences in realistic classroom settings under the supervision of qualified master teachers;
8. Work more closely with public schools in establishing optimal conditions for student teaching;
9. Conduct follow-up studies to determine the needs of inservice personnel as a basis for revising collegiate offerings; and
10. Evaluate the effectiveness of the whole spectrum of preparation for beginning teachers of reading in order to overcome preservice deficiencies.

Several of the preceding suggestions are currently being employed in one or more colleges throughout the United States.

*Notation: These three courses provided a list of numerous suggestions for teacher preparation. The general suggestions are listed above.

APPENDIX G

QUESTIONNAIRE INSTRUCTIONS

Subject: Level of responsibility for stated tasks.

Directions for the study:

The following questionnaire contains 73 items for which the Consultant/Specialist has responsibility. The questionnaire is divided into three categories:

Category I contains tasks associated with administration, management, and institutions;

Category II contains tasks associated with curriculum instruction and staff development;

Category III contains tasks associated with consulting and evaluation.

Under the heading "Degree of Responsibility," there are five percentages of responsibility given to each task (100%, 75%, 50%, 25%, 0%) and one choice of "N.A." (not applicable). If you feel the item is inappropriate or if you have some difficulty with the wording of the item, please mark "N.A." and comment in the second provided. Otherwise, decide on the level of responsibility you feel the Consultant/Specialist actually has for each task and select an appropriate response according to how you perceive the role. Do this for all 73 items.

The second column of the questionnaire is labeled "Degree of Importance." In this category there are three degrees of importance given: (A) Very Important; (B) Neutral; (C) Not Important. Select the term that best describes your perception of how important it is for the Consultant/Specialist to be able to perform each task. Mark your responses to all 73 items as they apply to each category: "Degree of Responsibility for the Task" and "Degree of Importance for the Task."

Any comment or observations you have would be greatly appreciated since these are also an important part of the study. After completing the 73 responses, please fill out the demographic information pertinent to your portion of the study.

It is not necessary to sign the questionnaire but your assigned number should be on the questionnaire. In addition, any comments regarding specific tasks should have the item numbers noted for ease of reference.

Upon completion of the questionnaire, enclose the questionnaire, comments and demographic information, in the pre-addressed, stamped envelope and return it. Please do not hesitate to call me if you have any questions.

Thank you again . . .

QUESTIONNAIRE

May I please have 30 minutes of your time? We are trying to determine what the perception of the role of the Reading Consultant/Specialist is in various school systems. Please check the boxes and comment where appropriate.

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
I. CATEGORY: <u>ADMINISTRATIVE/</u> <u>MANAGERIAL/INSTITUTIONAL</u>									
A. <u>Materials/Supplies:</u>									
1. Assigns books, texts, and consumable supplies to faculty members	()	()	()	()	()	()	()	()	()
Comments:									
2. Maintains records of books, texts and consumable supplies assigned to faculty members	()	()	()	()	()	()	()	()	()
Comments:									
3. Assigns equipment (audio-visual materials) to faculty members	()	()	()	()	()	()	()	()	()
Comments:									

*N/A (not applicable)

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
4. Maintains records of equipment (audio-visual) materials assigned to faculty members	()	()	()	()	()	()	()	()	()
	Comments:								
5. Oversees the maintenance and repair of classroom equipment (audio-visual materials) for Reading	()	()	()	()	()	()	()	()	()
	Comments:								
6. Prepares long range plans for books, supplies and equipment	()	()	()	()	()	()	()	()	()
	Comments:								
7. Assigns workspace to faculty members	()	()	()	()	()	()	()	()	()
	Comments:								
B. <u>Scheduling Assignments</u>									
8. Assigns teaching schedules for reading classes to faculty members	()	()	()	()	()	()	()	()	()
	Comments:								

DEGREE OF RESPONSIBILITY						DEGREE OF IMPORTANCE		
(A)	(B)	(C)	(D)	(E)	(F) *	(A)	(B)	(C)
100%	75%	50%	25%	0%	N/A	Very Important	Neutral	Very Important

TASKS

II. CATEGORY: CURRICULUM/ INSTRUCTIONAL/STAFF DEVELOPMENT

A. On-Site/In-Service Programs:

28. Organizes and/or conducts in-service education programs for faculty members teaching reading classes

() () () () () () () () ()

Comments:

29. Organizes and/or conducts in-service education programs for faculty members in Content Area subjects

() () () () () () () () ()

Comments:

30. Organizes and/or conducts in-service education programs for faculty members in Special Services

() () () () () () () () ()

Comments:

31. Organizes and/or conducts in-service programs for parents

() () () () () () () () ()

Comments:

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
32. Provides orientation programs for new faculty members who teach reading	()	()	()	()	()	()	()	()	()
Comments:									
B. Professional Organizations:									
33. Participates in local and state councils*	()	()	()	()	()	()	()	()	()
Comments:									
34. Participates in national and international organizations*	()	()	()	()	()	()	()	()	()
Comments:									
C. Off-Site Programs/Field Trips:									
35. Designs innovative curriculum projects to involve the community	()	()	()	()	()	()	()	()	()
Comments:									

*In comment section, indicate other evaluative strategies and/or devices.

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
36. Implements innovative curriculum projects to involve the community	()	()	()	()	()	()	()	()	()
	Comments:								
37. Plans student field trips to enhance love of reading (e.g., drama, movies, etc.)	()	()	()	()	()	()	()	()	()
	Comments:								
38. Participates in field trips to enhance love of reading (e.g., drama, movies, etc.)	()	()	()	()	()	()	()	()	()
	Comments:								
D. Curriculum Considerations:									
39. Oversees the integration of language arts activities to extend achievement and interest in all phases of language	()	()	()	()	()	()	()	()	()
	Comments:								
40. Develops and reviews long range departmental goals and objectives	()	()	()	()	()	()	()	()	()
	Comments:								

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
45. Reviews journals, arti- cles, texts, etc. and disseminates information to faculty, parents, ad- ministrators and board members (on materials in reading, language arts, curricular trends, multi-cultural, non- sexist, global/societal literature)	()	()	()	()	()	()	()	()	()
Comments:									
</									

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
49. Teaches scheduled classes in Reading to gifted readers	()	()	()	()	()	()	()	()	()
Comments:									

*In comment section, indicate other evaluative strategies and/or devices.

TASKS

G. Research Considerations:

53. Conducts research projects in Reading for the school system

()
()
()
()
()
()
()
()

Comments:

54. Gathers and interprets statistics on Reading for the school system and/or specific schools

[illegible]

Comments:

H. Committees/Workshops/
Conferences:

55. Encourages others in the Reading Department to be represented on committees and in workshops

() () () () () () () ()

Comments:

56. Encourages faculty members to participate in reading conventions (local/state, national/international)

() () () () () () () ()

Comments:

TASKS	DEGREE OF RESPONSIBILITY						DEGREE OF IMPORTANCE		
	(A)	(B)	(C)	(D)	(E)	(F)*	(A)	(B)	(C)
	100%	75%	50%	25%	0%	N/A	Very Important	Neutral	Very Important
57. Encourages others in the Reading Department to attend conferences, workshops in other disciplines than Reading (content areas)	()	()	()	()	()	()	()	()	()
Comments:									

III. CATEGORY: CONSULTING/
EVALUATION TASKS

A. Guidance:

58. Counsels and/or advises students regarding departmental programs available in Reading**	()	()	()	()	()	()	()	()	()
Comments:									
59. Counsels/and or advises parents regarding departmental programs available in Reading**	()	()	()	()	()	()	()	()	()
Comments:									

**In comment section, indicate target population (e.g., Title One [Remedial Reading], Chapter Programs [Chapter 1, E.E.R.A.], new students, etc.)

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
60. Counsels and/or advises teachers about particular classroom concerns**	()	()	()	()	()	()	()	()	()
Comments:									
61. Observes faculty members who teach reading and offers suggestions	()	()	()	()	()	()	()	()	()
Comments:									
B. Group Advocate:									
62. Resolves conflicts among departmental faculty members	()	()	()	()	()	()	()	()	()
Comments:									
63. Resolves conflicts between students and faculty members	()	()	()	()	()	()	()	()	()
Comments:									
64. Acts as a student advocate for concerns students have regarding Reading	()	()	()	()	()	()	()	()	()
Comments:									

**In comment section, indicate target population (e.g., Title One [Remedial Reading], Chapter Programs [Chapter 1, E.E.R.A.], new students, etc.)

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
65. Acts as a parent advocate for concerns parents have regarding Reading	()	()	()	()	()	()	()	()	()
	Comments:								
66. Acts as a teacher advocate for concerns teachers have regarding Reading	()	()	()	()	()	()	()	()	()
	Comments:								
C. <u>Decision Making Procedures:</u>									
67. Involves other faculty members in decision-making process of the Reading Department	()	()	()	()	()	()	()	()	()
	Comments:								
68. Develops procedures for reviewing faculty member complaints and grievances	()	()	()	()	()	()	()	()	()
	Comments:								

TASKS	DEGREE OF RESPONSIBILITY					DEGREE OF IMPORTANCE			
	(A) 100%	(B) 75%	(C) 50%	(D) 25%	(E) 0%	(F)* N/A	(A) Very Important	(B) Neutral	(C) Very Important
D. <u>Testing:</u>									
69. Tests and diagnoses students*	()	()	()	()	()	()	()	()	()
	Comments: _____								

70. Prepares reports of reading test results*	()	()	()	()	()	()	()	()	()
	Comments: _____								

71. Uses strategies and/or devices in addition to standardized tests for evaluation of students**	()	()	()	()	()	()	()	()	()
	Comments: _____								

72. Reports department accomplishments to his/her immediate supervisor	()	()	()	()	()	()	()	()	()
	Comments: _____								

*In comment section, indicate other evaluative strategies and/or devices.

**In comment section, indicate target population (e.g., Title One [Remedial Reading], Chapter Programs [Chapter 1, E.E.R.A.], new students, etc.)

DEMOGRAPHIC INFORMATION SHEET

Number Given _____

Please supply the following information, by circling or checking the appropriate response.
Fill in the information where needed.

1. What is your age?	4. How many students are in your school?
under 21 _____	under 100 _____
22-25 _____	101-199 _____
25-34 _____	200-299 _____
45-54 _____	300-399 _____
	400-499 _____
	500-599 _____
	600-699 _____
	700-799 _____
2. Are you: Male _____ Female _____	5. Classify your school responsibility or level involved with:
3. Which category are you part of: (primary category, please)	a. Elementary K-3 _____
a. Board Member _____	b. School 4-6 _____
b. Superintendent _____	c. Middle School 6-8 _____
c. Curriculum Supervisor _____	d. Junior High 7-8 _____
d. Principal/Vice Principal _____	e. Senior High 9-12 _____
e. Reading Consultant/ Specialist _____	f. K-12 _____
f. Classroom Teacher _____	g. District Office _____
g. Parent (whose child is in school) _____	h. Other _____
h. Student (in school) (grade) _____	(please specify)
i. Other _____	
(please specify)	
	6. Level of Education
	a. Elementary _____
	b. Middle/Junior High _____
	c. High School _____
	d. College--B.A. degree _____

DEMOGRAPHIC INFORMATION SHEET (continued)

- e. College--M.A./M.S. Degree _____ Concentration: _____
- f. CAGS Degree (Certificate of Advanced Graduate Study) _____ Concentration: _____
- g. 6th Year Degree _____ Concentration: _____
- h. Doctoral Degree _____ Concentration: _____

7. List specific title you hold _____

8. How many years have you been in education? _____ Other areas? _____
 Comment: _____

9. In what capacities?

Teacher: _____	How Long? _____
Administrator: _____	How Long? _____
Consultant/	
Specialist: _____	How Long? _____
Curriculum	
Supervisor: _____	How Long? _____
Superintendent: _____	How Long? _____
Board Member: _____	How Long? _____
Parent: _____	Comment: _____

APPENDIX H



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

Ms. Elizabeth N. Rumohr
 8 Horseshoe Drive
 East Granby, CT 06206

Telephone: 203-653-3957 (home)
 203-653-2591 (work)

June 1985

Re: Doctoral Dissertation Questionnaire

Subject: Perception of Responsibility (for Tasks Given Reading Consultant/Specialists).

Dear :

I need your assistance. I am working on my dissertation research regarding the perceived role of the Consultant/Specialist. It is extremely important that I receive your input on the enclosed questionnaire.

As a note of background, my field of concentration is staff development and curriculum enhancement. More specifically, my concerns are in Reading and the Language Arts relative to upgrading the quality of school Reading programs.

The enclosed questionnaire queries your perceptions about the level of responsibility Reading Consultant/Specialists assume in the school setting. This questionnaire is being sent to superintendents, administrators, school board members, consultant/specialists, classroom teachers, parents and students.

Please be assured that all information supplied will only be used for research purposes and your anonymity will be protected. Each participant will be given a number for greater ease in tabulating data. Your number for the study is _____.

I hope you will find the questionnaire easy and interesting to complete. Please take a few minutes (no more than 30 minutes should be required) to answer the questionnaire, and return it in the enclosed stamped, return-addressed envelope. Please feel free to comment in the space provided.

I also would like to interview respondents to the questionnaire and will randomly select candidates for the interview. If you are willing to be interviewed, please indicate this on your questionnaire.

Please return the questionnaire by June , 1985. Include your questionnaire number on any correspondence. If you are interested in follow-up data compilations and the results of the study, please let me know.

Thank you for your cooperation.

Sincerely,

Elizabeth Nero Rumohr
Doctoral Student
University of Massachusetts
Amherst, Massachusetts

APPENDIX I



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

Ms. Elizabeth N. Rumohr
 8 Horseshoe Drive
 East Granby, CT 06206

Telephone: 203-653-3957 (home)
 203-653-2591 (work)

June 1985

Re: Doctoral Dissertation Questionnaire

Subject: Permission to Interview Participants in the Study

I. Permission:

I need your assistance. I am doing my dissertation research at the University of Massachusetts in Amherst, Massachusetts. The subject of the study is the perceived role of Reading Consultant/Specialists. Initially, my research has involved the distribution of a questionnaire to superintendents, administrators, school board members, consultant/specialists, classroom teachers, parents and students regarding the level of responsibility consultant/specialists have for certain tasks.

Subsequently, I want to interview some of the respondents to the questionnaire: (1) selected on a random basis and/or (2) from volunteers who expressed a desire to participate on their questionnaire forms. A brief list of questions for the interview has been compiled. Additional questions will be generated from the comment section of the questionnaire and during the interview itself.

II. Participation:

Those of you who are requested to participate in this interview process will be volunteers. The interview will last approximately one half hour to one hour. The initial list of questions will act as a guide for the interview. However, the intent of these questions is to assist in providing direction for discussion regarding your perceptions and experiences related to the role of consultant/specialists in the field of Reading, therefore I will ask additional questions during the course of the interview.

III. Taping and Transcribing:

These interviews will be taped and later transcribed. However, alternate arrangements can be made if you feel more comfortable writing commentary to the initial questions and then using your notes as a dialogue for the written experience. My goal is to have several, diverse types of information to analyze. You will be one of approximately ten interview participants.

In all material extracted from either written or oral commentary, neither names, places, dates, nor other specific references will be used. To further assist in your anonymity, pseudonyms will be provided.

IV. Interview Process:

You may at any time withdraw from the actual interview process, however, your participation is greatly appreciated and your input will be a valuable asset.

V. Interview Usage:

It is also understood that you may also withdraw your consent to have specific excerpts from your interview used in any printed materials or oral presentations if you notify me within 30 days after the interview.

VI. Extended Interview Coverage:

By signing this form you agree to the use of the content of the interview as indicated in Sections II and III. You also agree to the use of the collected interview data and research commentary as presented before professional audiences and/or included in professional journals.

VII. Financial Liability:

Your signature on this form assures that you will make no financial claims for the use of the interview content.



The Commonwealth of Massachusetts
University of Massachusetts
Amherst 01003

Re: Written Consent Form

Subject: Permission to Interview Participants in the Study

I, _____, have read the preceding commentary (Sections I-VII) and agree to participate in the interview under the conditions described.

 Signature of Participant

 Parent or Guardian (if a minor)

 Date

 Interviewer: Elizabeth N. Rumohr
 Telephone: Work 203-653-2591
 Home 203-653-3957

Interview:

Convenient Time: _____

Place: _____

Method of Interview:

- | | |
|--|-----|
| a. Taped commentary | [] |
| b. Written commentary and taped discussion | [] |
| c. Written commentary and oral discussion | [] |
| d. Other, please specify _____ | [] |

APPENDIX J

Name: _____
Address: _____
Telephone: W _____ H _____
Present Job Title: _____
Employer: _____

READING CONSULTANT/SPECIALIST INTERVIEW QUESTIONS

1. Describe your major responsibilities in your present job as a Reading Consultant/Specialist.
2. Which duties present the most challenge to the Reading Consultant/Specialist?
3. What do you like most about your position? (Rank Order 1-5)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
4. What do you dislike most about your position? (Rank Order 1-5)
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
5. Describe your most challenging assignment. How did you approach it? What were the results?
6. What future developments do you expect in your area of expertise?

7. What has been your personal development during your career?
What future developmental needs do you have?
8. In what ways has your present position prepared you for greater responsibilities?
9. What are your priorities in evaluating your job as a Reading Consultant/Specialist?
10. Why would you leave your present position?
11. What facets of your position are most attractive to you? Least attractive?

APPENDIX K

INTERVIEW QUESTIONS

Name: _____

Position: _____

School: _____

Telephone (W) _____

Town: _____

(H) _____

Number: _____

1. What perceptions do you have about the role of consultant/specialist? (positive-negative)

2. What do you feel consultant/specialists should be doing in the school setting?

3. How can consultant/specialists be of help to:
 - a. administrators?
 - b. teachers?
 - c. students?
 - d. parents?
 - e. board members?
 - f. superintendents?

4. What are the benefits of having a consultant/specialist working in the school?

APPENDIX L

Task Agreement Table (Percentages)

Most Critical Subcategories	DR DI BM	DR DI SUP	DR DI CUR	DR DI PVP	DR DI RCS	DR DI CRTS	DR DI PAR
1. III.D. Testing							
Task 69**	80 80	X 80	x 80 70	x 80 70	80 80	x 80	x 80
Task 70**	x x 70	80 80	80 80	80 80	80 80	80 80	80 80
Task 71**	80 x 70	x 80	80 80	x 80 70	80 80	80 80	80 80
2. III.E. Effectiveness							
Task 72**	80 x	80 80	x x 70 70	80 80	80 80	x 80 70	80 80
Task 73**	80 80	x 80	x 80 70	x 80	80 80	x 80 70	80 80
3. II.D. Curriculum Considerations							
Task 39*	x 80	x 80	x x 70	x x	x x 70	x x 70	80 80
Task 40**	80 80	80 80	x 80	x 80 70	x 80	x 80	80 80
Task 41	x x	x x	x x	x x	x x	x x	x x
Task 42*	x x 70 70	x x 70	80 x 70	x x 70	x 80 70	x 80	x 80 70
Task 43**	x x 70 70	x 80	80 80	x x 70	x 80	x 80	x 80
Task 44**	80 x	80 80	80 80	80 80	x 80 70	x 80	80 80
Task 45**	x x	80 80	80 80	80 80	x 80 70	x 80	80 x 70

Task Agreement Table (Percentages), continued

Most Critical Subcategories	DR BM	DI	DR SUP	DI	DR CUR	DI	DR PVP	DI	DR RCS	DI	DR CRTS	DI	DR PAR	DI
10. I.C. Budget Considerations														
Task 21*	x	x	80	80	x	x	x	80	x	x	x	80	80	80
					70	70	70			70				
Task 22	x	x	80	80	x	x	x	x	x	x	x	x	x	x
					70	70		70						
Task 23	x	x	80	80	x	x	x	x	x	x	x	x	x	x
					70	70								
11. I.F. Public/ Community Relations														
Task 24	x	x	x	x	x	x	x	x	x	x	x	x	x	x
					70		70	70		70		70		
Task 25	x	x	x	x	x	x	x	x	x	x	x	x	x	x
										70				
Task 26	x	x	x	80	x	x	x	x	x	x	x	x	x	x
							70							
Task 27	x	x	x	x	x	x	x	x	x	x	x	x	x	x
12. II.A. On-Site/ In-Service Programs														
Task 28**	x	80	80	80	x	80	x	80	x	80	x	80	80	80
					70									
Task 29	x	x	x	80	x	80	x	x	x	80	x	x	x	x
Task 30	x	x	x	80	x	80	x	x	x	x	x	x	x	x
										70				
Task 31	x	x	80	80	x	x	x	x	x	80	x	x	x	x
					70	70		70						
Task 32**	80	80	80	80	x	80	x	x	80	80	x	80	80	80
					70			70						

Task Agreement Table (Percentages), continued

Most Critical Subcategories	DR DI BM		DR DI SUP		DR DI CUR		DR DI PVP		DR DI RCS		DR DI CRTS		DR DI PAR	
13. II.B. Professional Organizations														
Task 33	x	x	x	x	x	x	80	80	x	x	x	x	x	x
										70		70		
Task 34	x	x	x	x	x	x	x	x	x	x	x	x	x	x
							70			70				
14. III.C. Decision Making Procedures														
Task 67	x	x	x	x	x	80	x	x	x	80	x	80	x	x
		70		70	70									
Task 68	x	x	x	x	x	x	x	x	x	x	x	x	x	x
15. II.C. Off-Site Programs/Field Trips														
Task 35	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 36	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 37	x	x	x	80	x	x	x	x	x	x	x	x	x	x
Task 38	x	x	x	x	x	x	x	x	x	x	x	x	x	x
16. II.E. Classroom Teaching Assignments														
Task 46*	x	x	x	80	x	x	x	x	x	80	x	x	x	x
		70				70	70	70	70					
Task 47	x	x	x	80	x	x	x	x	x	80	x	x	x	x
		70				70	70	70						
Task 48	80	x	x	80	x	x	x	x	x	x	x	x	x	x
		70								70				
Task 49	x	x	x	x	x	x	x	x	x	x	x	x	x	x
										70				

Task Agreement Table (Percentages), continued

Most Critical Subcategories	DR BM	DI	DR SUP	DI	DR CUR	DI	DR PVP	DI	DR RCS	DI	DR CRTS	DI	DR PAR	DI
17. II.F. Demonstration Lessons														
Task 50	x	x	x	80	80	80	x	x	x	80	x	x	x	x
									70					
Task 51	x	x	x	x	x	x	x	x	x	x	x	x	x	x
						70								
Task 52	x	x	x	x	x	x	x	x	x	x	x	x	x	x
						70								
18. II.H. Committees/ Workshops/Conferences														
Task 55	x	x	x	x	x	x	x	x	x	80	x	x	80	x
						70	70							
Task 56	x	x	x	80	x	x	80	x	x	x	x	x	x	x
						70	70		70	70				
Task 57	x	x	x	x	x	x	x	x	x	x	x	x	x	x
						70				70				
19. III.B. Group Advocacy														
Task 62	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 63	x	x	x	x	x	x	x	x	x	x	x	x	x	x
Task 64	x	x	x	x	x	x	x	x	x	x	x	x	x	x
						70			70	70		70		
Task 65	x	x	x	x	x	x	x	x	80	80	x	x	x	x
						70	70					70		
Task 66	x	x	x	x	x	x	x	x	80	80	x	80	x	80
						70	70							

APPENDIX M

Response Totals for the 73 Tasks

	DR BM	DI	DR SUP	DI	DR CUR	DI	DR PVP	DI	DR RCS	DI	DR CRTS	DI	DR PAR	DI
80% or more agreement	12	12	16	35	8	17	10	15	13	32	2	19	11	22
DR and DI agreement	24		51		25		25		45		21		33	
Below 80% agreement	61	61	57	38	65	56	63	58	60	41	71	54	62	51
DR and DI agreement	122		95		121		121		101		125		113	
70%-79.9% agreement	6	10	0	2	21	24	11	15	7	16	5	11	12	5
70% or more agreement	18	22	16	37	29	41	21	30	20	48	7	30	23	27
DR and DI agreement	40		53		70		51		68		37		50	
Below 70% agreement	55	51	57	36	44	32	52	43	53	25	66	43	50	46
DR and DI agreement	106		93		76		95		78		109		96	
Nonagreement out of 73 Tasks	50		45		33		46		49		66		50	
Nonagreement out of the 42 Tasks actually at nonagreement	40		38		32		38		39		42		38	

APPENDIX N

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

A. MATERIALS/SUPPLIES

3. Assigns equipment (audio-visual materials) to faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
3.	A	B	C	
BH ₈	2	4	2	8
SUP ₅	1	-	4	5
CUR ₄	-	-	4	4
PUP ₈	1	3	4	8
RCS ₁₁	1	2	6	9
CATS ₁₈	2	7	8	17
PAR ₁₂	2	5	5	12
TOTAL ₆₆	9	21	33	63
%	14%	34%	52%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
3.							
BH	1	1	2	1	2	1	8
SUP	-	-	-	1	2	2	5
CUR	-	-	-	-	2	2	4
PVP	-	-	2	1	4	1	8
RCS	-	-	-	1	3	7	11
CATS	-	2	3	1	7	5	18
PAR	1	-	3	2	4	2	12
TOTAL	5	5	17	44			66
%	8%	8%	26%	67%			

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

A. MATERIALS/SUPPLIES

1. Assigns book, texts and consumable supplies to faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
1.	A	B	C	
BH 8	4	3	1	8
SUP 5	3	-	2	5
CUR 4	1	-	3	4
PUP 8	5	2	1	8
RCS 11	6	4	1	11
CATS 18	11	3	4	18
PAR 12	8	2	2	12
TOTAL 66	38	14	14	66
%	58%	21%	21%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
1.							
BH 1	1	2	2	1	2	-	8
SUP 2	2	1	-	-	1	1	5
CUR 1	1	-	-	1	2	-	4
PVP 2	2	1	4	-	1	-	8
RCS 6	6	-	3	-	1	1	11
CATS 3	3	4	3	3	4	1	18
PAR 4	4	2	1	2	3	-	12
TOTAL	29	29	20	17	17		66
%	44%	44%	30%	26%	26%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

A. MATERIALS/SUPPLIES

2. Maintains records of books, texts and consumable supplies assigned to faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
2.	A	B	C	
BH ₈	2	3	3	8
SUP ₅	3	-	2	5
CUR ₄	1	1	2	4
PUP ₈	3	4	1	8
RCS ₁₁	8	1	2	11
CRIS ₁₈	8	4	6	18
PAR ₁₂	6	4	2	12
TOTAL ₆₆	31	17	18	66
%	47%	26%	27%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
2.							
BH	1	-	2	1	3	1	8
SUP	2	-	-	1	1	1	5
CUR	-	-	-	1	3	-	4
PVP	2	1	1	3	1	-	8
RCS	5	3	2	-	1	-	11
CRIS	4	3	1	2	4	4	18
PAR	5	1	1	2	3	-	12
TOTAL	27	17	17	22	22		66
%	41%	26%	26%	33%			

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

A. MATERIALS/SUPPLIES

4. Maintains records of equipment (audio-visual materials assigned to faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
4.	A	B	C	
BH ₈	2	4	2	8
SUP ₅	-	1	4	5
CUR ₄	-	-	4	4
PUP ₈	-	4	4	8
RCS ₁₁	1	2	6	9
CRTS ₈	-	8	9	17
PAR ₁₂	-	5	6	11
TOTAL ₆₆	3	24	35	62
%	5%	39%	56%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
4.							
BH	1	-	2	2	2	1	8
SUP	-	-	1	-	2	2	5
CUR	-	-	-	-	2	2	4
PVP	-	-	-	3	4	1	8
RCS	-	-	-	1	2	8	11
CRTS	1	-	3	2	7	5	18
PAR	1	1	2	2	4	2	12
TOTAL	4		18		44		66
%	6%		27%		67%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

A. MATERIALS/SUPPLIES

5. Oversees the maintenance and repair of classroom equipment (audio-visual materials) for Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
5.	A	B	C	
BH ₈	2	1	5	8
SUP ₅	-	-	5	5
CUR ₄	-	1	3	4
PUP ₈	1	4	3	8
RCS ₁₁	2	2	5	9
CRTS ₁₈	1	5	11	17
PAR ₁₂	1	2	8	11
TOTAL	7	15	40	62
%	11%	24%	65%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NR	TOTAL
5.							
BH	1	-	1	2	2	2	8
SUP	-	-	-	1	2	2	5
CUR	-	-	-	1	1	2	4
PVP	-	-	-	3	4	1	8
RCS	-	-	1	-	3	7	11
CRTS	1	-	-	4	8	5	18
PAR	-	1	-	3	5	3	12
TOTAL	3		16		47		66
%	5%		24%		71%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

A. MATERIALS/SUPPLIES

6. Prepares long range plans for books, supplies and equipment.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
6.	A	B	C	
BM ₈	8	-	-	8
SUP ₅	4	-	1	5
CUR ₄	2	1	1	4
PVP ₈	6	1	1	8
RCS ₁	9	2	-	11
CATS ₁₈	13	4	1	18
PAR ₁₂	10	1	-	11
TOTAL ₆₆	52	9	4	65
%	80%	14%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
6.							
BM	1	5	2	-	-	-	8
SUP	1	2	1	-	1	-	5
CUR	1	1	1	-	1	-	4
PVP	3	3	-	1	1	-	8
RCS	4	4	-	2	-	1	11
CATS	3	6	5	-	3	1	18
PAR	4	5	2	-	1	-	12
TOTAL	43		14		9		
%	65%	21%			14%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

A. MATERIALS/SUPPLIES

7. Assigns workspace to faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
7.	A	B	C	
BH ₈	1	4	3	8
SUP ₅	-	1	4	5
CUR ₄	-	-	4	4
PUP ₈	-	4	4	8
RCS ₁₁	-	3	6	9
CRIS ₁₈	2	4	11	17
PAR ₁₂	3	4	4	11
TOTAL	6	20	36	62
%	10%	32%	58%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
7.							
BH	-	1	1	-	3	2	7
SUP	-	-	-	1	2	2	5
CUR	-	-	-	-	2	1	3
PVP	-	-	1	2	4	1	8
RCS	-	-	1	1	3	6	11
CRIS	-	2	2	1	6	7	18
PAR	1	1	2	1	6	1	12
TOTAL	1	5	13		46		64
%		8%	20%		72%		

- I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS
- B. SCHEDULING/ASSIGNMENTS

8. Assigns teaching schedules for Reading classes to faculty members.

DEGREE OF IMPORTANCE:

DEGREE OF RESPONSIBILITY:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
8.	A	B	C	
BM ₈	2	4	2	8
SUP ₅	3	-	2	5
CUR ₄	-	4	-	4
PUP ₈	3	3	2	8
RCS ₁₁	8	1	1	10
CATS ₁₈	8	7	3	18
PAR ₁₂	6	5	1	12
TOTAL ₆₆	30	24	11	65
%	46%	37%	17%	

TASK	100%	75%	50%	25%	0%	NA	TOTAL
8.							
BM	-	2	1	2	2	1	8
SUP	-	1	2	-	1	1	5
CUR	-	1	1	1	-	1	4
PVP	1	-	3	-	3	1	8
RCS	4	3	1	-	1	2	11
CRIS	5	3	3	-	5	2	18
PAR	3	5	2	-	2	-	12
TOTAL	28			16		22	66
%	42%			23%		35%	

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

B. SCHEDULING/ASSIGNMENTS

9. Recruits full time department faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
9.	A	B	C	
BH ₈	2	2	3	7
SUP ₅	3	-	2	5
CUR ₄	2	1	1	4
PUP ₈	3	4	1	8
ACS ₁₁	6	2	2	10
CRTS ₁₈	7	8	2	17
PAR ₁₂	6	3	3	12
TOTAL	29	20	14	63
%	46%	32%	22%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
9.							
BH	-	1	-	2	1	4	8
SUP	-	1	1	1	1	1	5
CUR	1	1	1	-	-	1	4
PVP	-	2	1	1	3	1	8
RCS	-	1	1	1	3	5	11
CRTS	2	4	2	1	5	3	17
PAR	1	4	1	2	4	-	12
TOTAL	18	15	32	65			
%	28%	23%	49%				

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

B. SCHEDULING/ASSIGNMENTS

10. Assigns students to be Developmental Reading Program.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
10.	A	B	C	
BH ₈	7	1	-	8
SUP ₅	4	1	-	5
CUR ₄	3	1	-	4
PUP ₈	7	-	1	8
RCS ₁₁	11	-	-	11
CATS ₁₈	14	3	1	18
PAR ₁₂	12	-	-	12
TOTAL ₆₆	58	6	2	66
%	88%	9%	3%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
10.							
BH	4	4	-	-	-	-	8
SUP	2	2	-	-	1	-	5
CUR	2	-	2	-	-	-	4
PVP	4	3	-	-	1	-	8
RCS	9	2	-	-	-	-	11
CATS	5	6	2	1	4	-	18
PAR	7	2	1	-	1	1	12
TOTAL	52	52	6	6	8		66
%	79%	79%	9%	9%	12%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

B. SCHEDULING/ASSIGNMENTS

11. Assigns students to a short term Corrective Reading Program.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
11.	A	B	C	
BH ₈	7	1	-	8
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PVP ₈	7	-	1	8
RCS ₁₁	11	-	-	11
CRIS ₁₇	15	2	-	17
PAR ₁₂	12	-	-	12
TOTAL ₆₆	60	4	1	65
%	92%	6%	2%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
11.							
BH	4	4	-	-	-	-	8
SUP	2	2	-	-	1	-	5
CUR	2	1	1	-	-	-	4
PVP	5	2	-	1	-	-	8
RCS	10	1	-	-	-	-	11
CRIS	8	6	-	1	3	1	18
PAR	7	2	1	-	1	1	12
TOTAL	56		4		6		66
%	85%		6%		9%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

B. SCHEDULING/ASSIGNMENTS

12. Assigns students to a semester course in Remedial Reading Program.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
12.	0	0	0	
BH ₈	7	1	-	8
SUR ₅	4	1	-	5
CUR ₄	3	1	-	4
PUP ₈	6	1	1	8
RCS ₁₁	9	1	-	10
CATS ₁₈	15	2	-	17
PAR ₁₂	12	-	-	12
TOTAL ₆₆	56	7	1	64
%	88%	11%	1%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
12.							
BH	6	2	-	-	-	-	8
SUP	2	2	-	-	1	-	5
CUR	1	1	2	-	-	-	4
PVP	4	3	-	-	1	-	8
RCS	8	1	-	-	-	1	10
CATS	8	6	-	1	2	1	18
PAR	6	3	1	-	1	1	12
TOTAL	53		4		8		65
%		82%	6%			12%	

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

B. SCHEDULING/ASSIGNMENTS

13. Oversees the Reading program operation on a daily basis for the particular school(s) in the system.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
13.	0	8	C	
BH ₈	7	1	-	8
SUP ₅	4	1	-	5
CUR ₄	3	1	-	4
PUP ₈	7	1	-	8
RCS ₁₁	11	-	-	11
CRTS ₁₈	12	6	-	18
PAR ₁₂	6	4	1	11
TOTAL ₆₆	50	14	1	65
%	77%	22%	1%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
13.							
BH	4	1	2	1	-	-	8
SUP	3	-	1	-	1	-	5
CUR	1	2	1	-	-	-	4
PVP	4	3	1	-	-	-	8
RCS	10	-	1	-	-	-	11
CRTS	3	6	1	4	3	-	17
PAR	4	5	2	-	1	-	12
TOTAL		46	14		5		65
%		71%	22%		7%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

C. POLICY FORMATION

14. Formulates policies relating to faculty use of materials in Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
14.	A	B	C	
BH ₈	6	-	2	8
SUP ₅	3	-	2	5
CUR ₄	3	1	-	4
PUP ₈	7	-	1	8
RCS ₁₁	8	2	1	11
CATS ₁₈	12	5	1	18
PAR ₁₂	9	1	1	11
TOTAL	48	9	8	65
%	74%	14%	12%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
14.							
BH	1	5	-	-	1	1	8
SUP	1	1	1	-	1	1	5
CUR	-	2	2	-	-	-	4
PVP	2	3	1	1	1	-	8
RCS	5	1	2	1	-	2	11
CATS	2	7	3	2	3	1	18
PAR	5	4	1	1	1	-	12
TOTAL	39			15		12	66
%	59%			23%		18%	

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

C. POLICY FORMATION

15. Develops departmental standards and procedures for selecting applicants for teaching Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
15.	A	B	C	
BM ₃	4	3	1	8
SUP ₅	4	-	1	5
CUR ₄	3	1	-	4
PUP ₈	4	3	1	8
RCS ₁₁	9	1	-	10
CATS ₁₈	11	6	-	17
PAR ₁₂	10	1	-	11
TOTAL ₆₆	45	15	3	63
%	71%	24%	5%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
15.							
BM	1	2	2	2	-	1	8
SUP	1	-	3	-	1	-	5
CUR	-	2	1	1	-	-	4
PVP	2	1	1	-	3	1	8
RCS	1	2	1	2	3	2	11
CATS	4	5	2	1	4	1	17
PAR	5	4	1	2	-	-	12
TOTAL	30		19		16		65
%	40%		29%		25%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

C. POLICY FORMATION

16. Determines class size policies in Reading classrooms.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
16.	A	B	C	
BH ₈	4	1	3	8
SUP ₅	2	-	3	5
CUR ₄	2	2	-	4
PUP ₈	3	5	-	8
RCS ₁₁	11	-	-	11
CATS ₁₈	10	6	1	17
PAR ₁₂	8	2	1	11
TOTAL ₆₆	40	16	8	64
%	63%	25%	12%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
16.							
BH	-	3	-	2	-	3	8
SUP	-	1	1	-	1	2	5
CUR	-	2	2	-	-	-	4
PUP	3	-	1	-	3	1	8
RCS	3	2	2	-	2	2	11
CATS	5	2	3	2	4	1	17
PAR	4	5	2	1	-	-	12
TOTAL	30		16		19		65
%	46%		25%		29%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

C. POLICY FORMATION

17. Approves class entry/exit policy for students in Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
17.	A	B	C	
BM ₈	2	3	2	7
SUP ₅	4	-	1	5
CUR ₄	1	3	-	4
PUP ₈	5	3	-	8
RCS ₁₁	6	2	1	9
CRTS ₁₈	13	4	1	18
PAR ₁₂	9	1	2	12
TOTAL	40	16	7	63
%	63%	25%	12%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
17.							
BM	2	-	1	1	1	3	8
SUP	-	3	1	-	1	-	5
CUR	-	2	1	-	-	1	4
PVP	3	-	1	1	1	2	8
RCS	3	3	-	-	1	4	11
CRTS	4	4	3	4	2	1	18
PAR	4	5	1	2	-	-	12
TOTAL	33	33	16	16	17		
%	50%	50%	24%	24%	26%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

C. POLICY FORMATION

18. Maintains correspondence with administrators from other school systems regarding student transfer.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
18.	A	B	C	
BH ₈	2	3	2	7
SUP ₅	2	-	3	5
CUR ₄	-	2	2	4
PUP ₈	3	2	3	8
RCS ₁₁	4	3	3	10
CRIS ₁₈	6	7	4	17
PAR ₁₂	5	3	2	10
TOTAL ₈₆	22	20	19	61
%	36%	33%	31%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
18.							
BH	-	2	1	2	1	2	8
SUP	-	1	1	-	1	2	5
CUR	-	-	1	-	-	2	3
PVP	2	-	2	-	3	1	8
RCS	1	-	3	1	2	4	11
CRIS	3	3	1	3	5	2	17
PAR	4	1	2	1	3	1	12
TOTAL	17		18		29		64
%	27%		28%		45%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

D. FUND RAISING

19. Seeks funds for the Reading Department by promoting fund raising activities (food sales, book sales).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
19.	A	0	C	
BH ₈	-	4	3	17
SUP ₅	-	1	4	5
CUR ₄	1	-	3	4
PUP ₈	1	3	3	7
RCS ₁₁	-	4	6	10
CRTS ₁₈	3	4	11	18
PAR ₁₂	2	4	4	10
TOTAL	7	20	34	61
%	11%	33%	56%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
19.							
BH	-	-	2	2	1	3	8
SUP	-	-	-	1	2	2	5
CUR	1	-	-	-	2	1	4
PVP	-	2	1	-	2	2	7
RCS	-	-	1	-	5	5	11
CRTS	1	2	1	1	8	5	18
PAR	2	-	3	1	3	3	12
TOTAL	8		13		44		65
%		12%	20%		68%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

D. FUND RAISING

20. Seeks funds through grant writing.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
20.	A	B	C	
BM ₈	1	7	-	8
SUP ₅	3	2	-	5
CUR ₄	2	2	-	4
PVP ₈	1	6	-	7
RCS ₁	7	2	1	10
CATS ₈	11	6	-	17
PAR ₂	6	6	-	12
TOTAL ₆₆	31	31	1	63
%	49%	49%	2%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
20.							
BM	1	1	2	3	1	-	8
SUP	1	1	2	-	1	-	5
CUR	1	-	2	-	-	1	4
PVP	1	2	2	1	-	2	8
RCS	2	1	1	-	2	5	11
CATS	6	3	2	2	3	1	17
PAR	3	2	5	1	1	-	12
TOTAL	25	25	23	35%	17		65
%	38%				27%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

D. BUDGET CONCERNS

21. Prepares the Reading Department's budget for submission to the central administration office.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
21.	A	B	C	
BH ₈	4	3	-	7
SUP ₅	4	1	-	5
CUR ₄	3	-	1	4
PVP ₈	6	1	-	7
RCS ₁₁	7	2	1	10
CRTS ₁₈	15	2	-	17
PAR ₁₂	9	1	1	11
TOTAL ₆₆	48	10	3	61
%	79%	16%	5%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
21.							
BH	2	2	2	1	-	1	8
SUP	3	1	-	-	1	-	5
CUR	2	1	-	-	-	1	4
PVP	4	2	-	1	-	1	8
RCS	6	-	1	-	1	3	11
CRTS	6	5	2	1	1	3	18
PAR	6	4	-	-	2	-	12
TOTAL	44		8		14		66
%	67%	12%			21%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

E. BUDGET CONCERNS

22. Oversees the internal allocation of budget funds.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
22.	A	B	C	
BH ₈	4	3	-	7
SUP ₅	4	1	-	5
CUR ₄	3	-	1	4
PVP ₈	5	2	-	7
RCS ₁	6	2	2	10
CRTS ₁₈	12	6	-	18
PAR ₂	7	4	1	12
TOTAL ₆₆	41	18	4	63
%	65%	29%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
22.							
BH	2	3	1	1	-	1	8
SUP	1	3	-	-	1	-	5
CUR	2	1	-	-	-	1	4
PVP	1	2	3	-	-	2	8
RCS	3	-	2	-	2	4	11
CRTS	4	4	4	1	3	2	18
PAR	4	4	1	1	2	-	12
TOTAL	34	34	14	14	18		
%	52%	52%	21%	21%	27%		

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

E. BUDGET CONCERNS

23. Approves departmental purchase requests.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
23.	A	B	C	
BH ₈	3	4	-	7
SUP ₅	4	1	-	5
CUR ₄	3	-	1	4
PUP ₈	3	4	-	7
RCS ₁₁	5	1	2	8
CATS ₁₈	12	4	2	18
PAR ₁₂	6	5	1	12
TOTAL ₆₆	36	19	6	61
%	59%	31%	10%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
23.							
BH	2	3	-	1	1	1	8
SUP	2	2	-	-	1	-	5
CUR	2	1	-	-	-	1	4
PVP	2	3	-	1	-	2	8
RCS	2	-	1	-	2	6	11
CATS	4	4	4	1	3	2	18
PAR	5	2	2	2	1	-	12
TOTAL	34	12	20	66			
%	52%	18%	30%				

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

F. PUBLIC/COMMUNITY RELATIONS 24. Prepares a departmental public relations program.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
24.	A	B	C	
BH ₈	2	5	-	7
SUP ₅	3	2	-	5
CUR ₄	2	2	-	4
PUP ₈	6	2	-	8
RCS ₁₁	8	3	-	11
CRTS ₈	13	4	-	17
PAR ₁₂	1	9	2	12
TOTAL ₆₆	35	27	2	64
%	55%	42%	3%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0% NA	TOTAL
24.						
BH	1	1	4	-	1	8
SUP	-	3	1	-	-	5
CUR	2	1	-	-	1	4
PVP	3	3	1	1	-	8
RCS	4	2	-	-	1	11
CRTS	4	5	3	2	4	18
PAR	1	4	2	4	-	12
TOTAL	34				14	66
%	52%				21%	

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

F. PUBLIC/COMMUNITY RELATIONS

25. Maintains public relations with relevant community agencies and/or the media.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
25.	A	B	C	
BH ₈	1	4	3	8
SUP ₅	3	2	-	5
CUR ₄	1	3	-	4
PVP ₈	2	4	1	7
RCS ₁₁	7	3	-	10
CATS ₁₈	12	6	-	18
PAR ₁₂	2	6	3	11
TOTAL	28	28	7	63
%	44%	44%	12%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
25.							
BH	-	2	-	3	1	2	8
SUP	-	-	4	-	-	1	5
CUR	1	-	2	-	-	1	4
PVP	1	3	1	1	1	1	8
RCS	2	3	2	1	1	1	10
CATS	4	3	5	1	2	3	18
PAR	-	4	3	3	2	-	12
TOTAL	23	23	26	40%	16	25%	65
%	35%	35%	40%	25%	25%	25%	

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

- F. PUBLIC/COMMUNITY RELATIONS 26. Develops town/city-wide activities to promote Reading as a community activity (Readathons, Bookathons, etc.).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
26.	A	B	C	
BH ₈	3	4	1	8
SUP ₅	4	1	-	5
CUR ₄	1	3	-	4
PUP ₈	4	4	-	8
RCS ₁₁	5	5	-	10
CRT ₆	11	7	-	18
PAR ₁₂	6	3	3	12
TOTAL ₆₆	34	27	4	65
%	52%	42%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
26.							
BH	1	-	4	1	1	1	8
SUP	2	-	2	-	1	-	5
CUR	-	1	1	1	-	1	4
PVP	2	4	1	1	-	-	8
RCS	1	2	3	-	3	2	11
CRTS	4	4	1	4	4	1	18
PAR	3	2	1	4	2	-	12
TOTAL	26	26	24	16			66
%	39%	36%	25%				

I. CATEGORY I - ADMINISTRATION/MANAGEMENT/INSTITUTIONAL TASKS

- F. PUBLIC/COMMUNITY RELATIONS 27. Participates in community service projects to promote Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
27.	A	B	C	
BH ₈	4	3	1	8
SUP ₅	3	2	-	5
CUR ₄	2	2	-	4
PUP ₈	4	4	-	8
RCS ₁₁	4	5	1	10
CATS ₁₈	10	6	1	17
PAR ₁₂	5	6	1	12
TOTAL	32	28	4	64
%	50%	44%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
27.							
BH	1	1	3	1	1	1	8
SUP	-	1	2	1	1	-	5
CUR	1	1	1	1	-	-	4
PVP	1	4	1	1	-	1	8
RCS	2	2	1	1	3	2	11
CATS	4	4	1	2	5	2	18
PAR	3	2	2	3	2	-	12
TOTAL	27	21	18				66
%	41%	32%	27%				

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- A. ON-SITE/IN-SERVICE PROGRAMS 28. Organizes and/or conducts in-service education programs for faculty members teaching Reading classes.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
28.	A	B	C	
BN ₈	7	1	-	8
SUP ₅	5	-	-	5
CUR ₄	4	-	-	4
PUP ₈	7	1	-	8
RCS ₁₁	11	-	-	11
CRTS ₁₈	16	2	-	18
PAR ₁₂	10	2	-	12
TOTAL ₆₆	60	6	-	66
%	91%	9%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
28.							
BN	5	-	2	1	-	-	8
SUP	3	1	-	1	-	-	5
CUR	2	1	1	-	-	-	4
PUP	2	2	4	-	-	-	8
RCS	5	-	1	3	1	1	11
CRTS	6	4	2	3	3	-	18
PAR	9	2	1	-	-	-	12
TOTAL	42		19		5		66
%	64%		29%		7%		

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- A. ON-SITE/IN-SERVICE PROGRAMS 29. Organizes and/or conducts in-service education programs for faculty members in Content Area subjects.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
29.	A	B	C	
BH ₈	3	5	-	8
SUP ₅	5	-	-	5
CUR ₄	4	-	-	4
PUP ₈	4	4	-	8
RCS ₁₁	9	1	-	10
CATS ₁₈	11	6	1	18
PAR ₁₂	4	7	1	12
TOTAL ₆₆	40	23	2	65
%	62%	35%	3%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
29.							
BH	1	3	1	2	1	-	8
SUP	2	1	1	1	-	-	5
CUR	1	1	2	-	-	-	4
PVP	1	2	4	-	-	1	8
RCS	3	2	-	2	2	2	11
CRIS	4	3	3	4	4	-	18
PAR	4	1	4	1	2	-	12
TOTAL	29	25	12	66			
%	44%	38%	18%				

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- A. ON-SITE/IN-SERVICE PROGRAMS 30. Organizes and/or conducts in-service education programs for faculty members in Special Services.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
30.	A	B	C	
BH ₈	3	5	-	8
SUP ₅	5	-	-	5
CUR ₄	4	-	-	4
PUP ₈	3	4	1	8
RCS ₁₁	7	3	-	10
CRTS ₈	10	6	2	18
PAR ₁₂	4	7	1	12
TOTAL ₆₆	36	25	4	65
%	55%	38%	7%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NR	TOTAL
30.							
BH	1	2	3	1	1	-	8
SUP	1	2	1	-	1	-	5
CUR	1	1	2	-	-	-	4
PVP	1	1	3	2	-	1	8
RCS	2	2	-	2	3	2	11
CRTS	4	1	3	5	5	-	18
PAR	4	1	1	4	2	-	12
TOTAL	24	27	15				66
%	36%	41%	23%				

- II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS
- A. ON-SITE/IN-SERVICE PROGRAMS 31. Organizes and/or conducts in-service programs for parents.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL IMPORT.	NOT IMPORT.	TOTAL
31.	A	B	C	
BH 8	2	6	-	8
SUP 5	4	1	-	5
CUR 4	3	1	-	4
PUP 8	6	2	-	8
RCS 11	11	-	-	11
CATS 18	11	7	-	18
PAR 12	5	6	1	12
TOTAL 66	42	23	1	66
%	64%	35%	1%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0% NA	TOTAL
31.						
BH	1	-	4	-	2	1 8
SUP	3	1	-	-	1	- 5
CUR	1	2	-	1	-	- 4
PVP	3	2	-	2	-	1 8
RCS	4	2	1	2	1	- 10
CATS	3	5	3	-	7	- 18
PAR	4	2	4	2	-	- 12
TOTAL	33	33	19	13	13	65
%	51%	51%	29%	20%	20%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- A. ON-SITE/IN-SERVICE PROGRAMS 32. Provides orientation program for new faculty members who teach Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
32.	A	B	C	
BH ₈	6	1	-	7
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PUP ₈	6	2	-	8
ACS ₁₁	11	-	-	11
CATS ₁₈	18	-	-	18
PAR ₁₂	11	1	-	12
TOTAL	60	5	-	65
%	92%	8%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
32.							
BH	3	4	-	1	-	-	8
SUP	3	1	-	-	1	-	5
CUR	2	1	1	-	-	-	4
PVP	2	1	4	1	-	-	8
RCS	9	-	2	-	-	-	11
CATS	6	4	2	2	2	-	16
PAR	8	3	-	1	-	-	12
TOTAL	47		14		3		64
%	73%		22%		5%		

- II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS
- B. PROFESSIONAL ORGANIZATIONS 33. Participates in local and state councils.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
33.	A	B	C	
BH 8	1	6	1	8
SUP 5	3	2	-	5
CUR 4	1	3	-	4
PUP 8	7	1	-	8
RCS 11	7	3	-	10
CRIS 8	14	3	1	18
PAR 12	1	8	2	11
TOTAL 6	34	26	4	64
%	53%	41%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
33.							
BH	1	1	1	3	1	1	8
SUP	1	2	1	-	1	-	5
CUR	-	2	-	2	-	-	4
PUP	3	4	-	-	-	1	8
RCS	5	2	1	-	2	1	11
CRIS	5	4	4	4	1	-	18
PAR	1	2	4	3	2	-	12
TOTAL		33		23		10	66
%		50%		35%		15%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- B. PROFESSIONAL ORGANIZATIONS 34. Participates in national and international organizations.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
34.	A	B	C	
BH ₈	1	7	-	8
SUP ₅	2	3	-	5
CUR ₄	1	3	-	4
PVP ₈	5	3	-	8
RCS ₁₁	7	3	-	10
CRIS ₁₈	11	6	1	18
PAR ₁₂	1	8	2	11
TOTAL	28	33	3	64
%	44%	52%	4%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
34.							
BH	1	-	2	4	1	-	8
SUP	1	1	-	2	1	-	5
CUR	-	3	-	1	-	-	4
PVP	3	3	1	-	-	1	8
RCS	6	1	1	-	3	-	11
CRIS	3	5	2	5	3	-	18
PAR	1	2	4	3	2	-	12
TOTAL	30	30	25	25	11		66
%	45%	45%	38%	38%	17%		

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

C. OFF-SITE PROGRAMS/FIELD TRIPS 35. Designs innovative curriculum projects to involve the community.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
35.	A	B	C	
BH ₈	2	4	-	6
SUP ₅	3	2	-	5
CUR ₄	1	3	-	4
PUP ₈	-	8	-	8
RCS ₁₁	4	6	-	10
CRTS ₁₈	9	9	-	18
PAR ₁₂	1	9	2	12
TOTAL	20	41	2	63
%	32%	65%	3%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
35.							
BH	1	2	2	2	1	-	8
SUP	-	2	2	-	1	-	5
CUR	-	-	2	1	1	-	4
PVP	1	-	3	3	-	1	8
RCS	1	1	2	1	4	2	11
CRTS	4	2	2	3	6	1	18
PAR	-	5	2	4	1	-	12
TOTAL	19	29	29	18			66
%	29%	44%	44%	27%			

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- C. OFF-SITE PROGRAMS/FIELD TRIPS 36. Implements innovative curriculum projects to involve the community.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
36.	A	B	C	
BH ₈	1	5	-	6
SUR ₃	3	2	-	5
CUR ₄	1	3	-	4
PVP ₈	1	7	-	8
RCS ₁₁	3	7	-	10
CRTS ₁₈	10	8	-	18
PAR ₁₂	1	9	2	12
TOTAL	20	41	2	63
%	32%	65%	3%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
36.							
BH	1	2	1	2	2	-	8
SUP	-	2	2	1	-	-	5
CUR	-	1	2	1	-	-	4
PVP	1	1	2	3	-	1	8
RCS	-	1	3	1	4	2	11
CRTS	4	2	2	2	7	1	18
PAR	-	3	3	4	2	-	12
TOTAL	18	29	29	19			66
%	27%	44%		29%			

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

C. OFF-SITE PROGRAMS/FIELD TRIPS 37. Plans student field trips to enhance love of Reading (e.g. Drama, Movies, etc.).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
37.	A	B	C	
BH ₈	2	5	-	7
SUP ₅	4	1	-	5
CUR ₄	2	2	-	4
PVP ₈	2	5	1	8
RCS ₁	3	6	1	11
CATS ₁₈	5	13	-	18
PAR ₁₂	8	3	1	12
TOTAL ₆₆	26	35	3	64
%	41%	55%	4%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0% NA	TOTAL
37.						
BH	1	3	1	3	-	8
SUP	-	-	2	3	-	5
CUR	1	1	-	1	1	4
PVP	1	-	3	2	-	7
RCS	1	-	3	1	4	11
CATS	2	2	5	1	7	18
PAR	3	2	5	-	2	12
TOTAL		17		30	18	66
%		26%		46%	28%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

C. OFF-SITE PROGRAMS/FIELD TRIPS 38. Participates in field trips to enhance love of Reading (e.g. Drama, Movies, etc.).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
38.	A	B	C	
BH ₈	1	5	1	7
SUP ₅	3	2	-	5
CUR ₄	1	3	-	4
PUP ₈	2	4	2	8
RCS ₁₁	3	6	1	10
CRTS ₁₈	5	11	2	18
PAR ₁₂	5	15	2	12
TOTAL ₆₆	20	46	8	64
%	31%	56%	13%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
38.							
BH	-	3	1	3	1	-	8
SUP	-	-	1	2	1	1	5
CUR	-	1	-	1	2	-	4
PVP	1	-	1	4	1	1	8
RCS	1	-	3	-	5	2	11
CRTS	2	2	2	3	8	1	18
PAR	1	4	2	-	5	-	12
TOTAL		15	23		28		66
%		23%	35%		42%		

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

D. CURRICULUM DEVELOPMENT

39. Oversees the integration of language arts activities to extend achievement and interest in all phases of language.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
39.	A	B	C	
BH ₈	7	1	-	8
SUR ₅	4	1	-	5
CUR ₄	3	1	-	4
PVP ₄	5	3	-	8
RCS ₁	8	3	-	11
CRTS ₈	13	5	-	18
PAR ₂	11	1	-	12
TOTAL	51	15	-	66
%	77%	23%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
39.							
BH	-	5	2	-	-	1	8
SUP	1	2	1	-	1	-	5
CUR	1	1	1	1	-	-	4
PVP	2	1	1	3	-	1	8
RCS	2	1	3	2	1	2	11
CRTS	1	6	4	2	2	1	16
PAR	5	5	1	1	-	-	12
TOTAL	33	33	22	9	-	-	64
%	52%	52%	34%	14%	-	-	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

D. CURRICULUM DEVELOPMENT

40. Develops and reviews long range departmental goals and objectives in Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
40.	A	B	C	
BH ₈	8	-	-	8
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PVP ₈	8	-	-	8
RCS ₁₁	9	1	-	10
CRIS ₁₈	15	3	-	18
PAR ₁₂	11	1	-	12
TOTAL ₆₆	59	6	-	65
%	91%	9%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
40.							
BH	4	3	-	1	-	-	8
SUP	2	2	-	-	1	-	5
CUR	2	1	1	-	-	-	4
PVP	3	3	-	1	-	1	8
RCS	4	-	1	-	2	4	11
CRIS	8	3	3	2	1	1	18
PAR	7	4	1	-	-	-	12
TOTAL	46	46	10	10	10	10	66
%		70%	15%	15%		15%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

D. CURRICULUM DEVELOPMENT

41. Develops programs to promote interdisciplinary planning (e.g. Field Trip, Speakers, cross discipline activities).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
41.	A	B	C	
BH ₈	1	6	-	7
SUP ₅	1	4	-	5
CUR ₄	-	4	-	4
PVP ₈	4	4	-	8
RCS ₁	3	7	-	10
CATS ₈	8	9	1	18
PAR ₂	3	5	4	12
TOTAL	20	39	5	64
%	31%	61%	8%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
41.							
BH	1	2	1	2	2	-	8
SUP	-	1	1	3	-	-	5
CUR	-	1	1	-	1	1	4
PVP	-	2	2	3	-	1	8
RCS	1	-	4	2	1	3	11
CATS	1	3	4	4	5	1	18
PAR	1	1	4	2	4	-	12
TOTAL	14		33		19		66
%	21%		50%		29%		

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

D. CURRICULUM DEVELOPMENT

42. Plans curriculum with faculty members concerning the immediate school year (short range).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
42.	A	B	C	
BH ₈	5	2	-	7
SUP ₅	3	1	-	4
CUR ₄	3	1	-	4
PVP ₈	6	2	-	8
RCS ₁₁	11	-	-	11
CATS ₁₈	16	2	-	18
PAR ₁₂	11	1	-	12
TOTAL ₆₆	55	9	-	64
%	86%	14%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
42.							
BH	3	3	-	1	1	-	8
SUP	2	-	1	1	-	-	4
CUR	2	2	-	-	-	-	4
PVP	3	1	3	-	-	1	8
RCS	3	2	4	-	1	1	11
CATS	6	3	4	2	3	-	18
PAR	7	2	1	2	-	-	12
TOTAL	39	19	7				65
%	60%	29%	11%				

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

D. CURRICULUM DEVELOPMENT

43. Plans curriculum with faculty members for long range programming.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
43.	A	B	C	
BH ₈	5	2	-	7
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PUP ₈	6	2	-	8
RCS ₁₁	11	-	-	11
CRTS ₁₈	17	1	-	18
PAR ₂	11	1	-	12
TOTAL	58	7	-	65
%	89%	11%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
43.							
BH	2	4	1	-	1	-	8
SUP	3	-	1	1	-	-	5
CUR	2	2	-	-	-	-	4
PVP	2	2	3	-	-	1	8
RCS	5	1	4	-	1	-	11
CRTS	5	7	2	1	3	-	18
PAR	7	1	2	2	-	-	12
TOTAL	43		17		6		66
%	65%	26%			9%		

D. CURRICULUM DEVELOPMENT

44. Reviews new developments and trends in curriculum planning and/or research studies and identifies implication for curriculum in Reading/Language Arts.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
44.	A	B	C	
BH ₈	5	3	-	8
SUP ₅	5	-	-	5
CUR ₄	4	-	-	4
PVP ₈	7	1	-	8
RCS ₁₁	11	-	-	11
CATS ₁₈	17	1	-	18
PAR ₁₂	12	-	-	12
TOTAL	61	5	-	66
%	92%	8%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
44.							
BH	4	3	-	1	-	-	8
SUP	3	1	-	-	-	-	4
CUR	3	1	-	-	-	-	4
PVP	2	5	1	-	-	-	8
RCS	5	3	2	-	1	-	11
CATS	5	6	3	2	1	1	18
PAR	11	1	-	-	-	-	12
TOTAL	53	9	3				65
%	82%	14%	4%				

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

D. CURRICULUM DEVELOPMENT

45. Reviews journals, articles, texts, etc. and disseminates information to faculty, parents, administrators and board members on materials in Reading (curricular trend multi-cultural, non-sexist, global/societal literature).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
45.	A	B	C	
BH ₈	5	3	-	8
SUR ₅	5	-	-	5
CUR ₄	4	-	-	4
PUR ₈	7	1	-	8
RCS ₁₁	9	2	-	11
CRIS ₈	16	2	-	18
PAR ₁₂	9	3	-	12
TOTAL	55	11	-	66
%	83%	17%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
45.							
BH	2	3	1	1	1	-	8
SUP	3	2	-	-	-	-	5
CUR	3	1	-	-	-	-	4
PVP	2	5	1	-	-	-	8
RCS	6	2	2	1	-	-	11
CRIS	7	4	4	2	1	-	18
PAR	4	6	1	1	-	-	12
TOTAL	50	76%	14	21%	2	3%	66
%							

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

E. CLASSROOM TEACHING ASSIGNMENTS 46. Teachers scheduled classes in Remedial Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
46.	A	B	C	
BH ₈	6	2	-	8
SUP ₅	4	-	1	5
CUR ₄	3	1	-	4
PUP ₈	5	1	1	7
RCS ₁₁	10	1	-	11
CATS ₁₈	11	6	1	18
PAR ₁₂	8	3	1	12
TOTAL	47	14	4	65
%	72%	22%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
46.							
BH	2	6	-	-	-	-	8
SUP	2	1	1	-	-	1	5
CUR	2	-	-	2	-	-	4
PVP	3	2	-	-	-	2	7
RCS	8	-	1	1	1	-	11
CATS	8	1	4	1	4	-	18
PAR	5	2	3	2	-	-	12
TOTAL		42		15	8		65
%		65%		23%		12%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

E. CLASSROOM TEACHING ASSIGNMENTS 47. Teachers scheduled classes in Corrective Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
47.	A	B	C	
BH ₈	6	1	1	8
SUP ₅	4	-	1	5
CUR ₄	3	1	-	4
PVP ₃	5	1	1	7
RCS ₁₁	9	1	-	10
CRIS ₁₈	11	6	1	18
PAR ₂	8	3	1	12
TOTAL ₆₆	46	13	5	64
%	72%	20%	8%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0% NA	TOTAL
47.						
BH	2	5	-	-	1	8
SUP	2	1	1	-	-	5
CUR	2	-	-	2	-	4
PVP	4	1	-	-	2	7
RCS	6	-	1	1	1	11
CRIS	6	3	5	1	3	18
PAR	4	2	4	2	-	12
TOTAL	38	17	10	65		
%	58%	26%	16%			

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

E. CLASSROOM TEACHING ASSIGNMENTS 48. Teaches scheduled classes in Developmental Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
48.	A	B	C	
BH ₈	6	2	-	8
SUP ₅	4	-	1	5
CUR ₄	2	2	-	4
PVP ₈	2	3	2	7
RCS ₁₁	8	3	-	11
CRIS ₁₈	9	8	1	18
PAR ₂	7	4	1	12
TOTAL	38	22	5	65
%	58%	34%	8%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0% NA	TOTAL
48.						
BH	3	4	1	-	-	8
SUP	1	1	1	1	1	5
CUR	1	-	-	3	-	4
PVP	2	1	-	1	1	7
RCS	4	-	-	3	2	11
CRIS	4	3	5	1	5	18
PAR	5	1	3	3	-	12
TOTAL	30	22	13			65
%	46%	34%	20%			

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- E. CLASSROOM TEACHING ASSIGNMENTS 49. Teaches scheduled classes in Reading to gifted readers.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
49.	A	B	C	
BH ₈	5	3	-	8
SUR ₅	1	3	1	5
CUR ₄	1	3	-	4
PUP ₈	-	4	3	7
RCS ₁	8	3	-	11
CATS ₁₈	8	8	2	18
PAR ₂	7	3	2	12
TOTAL ₆₆	30	27	8	65
%	46%	42%	12%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0% NA	TOTAL
49.						
BH	1	4	3	-	-	8
SUP	-	1	-	2	1	5
CUR	1	-	-	2	1	4
PVP	-	-	1	-	3	7
RCS	3	-	1	2	2	11
CATS	1	3	4	3	5	18
PAR	5	1	3	2	1	12
TOTAL		20		23	22	65
%		31%		35%	34%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

F. DEMONSTRATION LESSONS

50. Conducts demonstration lessons for faculty members in Reading, English or Language Arts.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
50.	A	B	C	
BH ₈	4	4	-	8
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PVP ₈	4	4	-	8
RCS ₁₁	10	1	-	11
CRTS ₁₈	12	6	-	18
PAR ₂	6	5	-	11
TOTAL ₆₆	44	21	-	65
%	56%	27%	17%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
50.							
BH	2	2	2	2	-	-	8
SUP	2	1	1	-	1	-	5
CUR	2	2	-	-	-	-	4
PVP	3	1	1	1	1	1	8
RCS	6	2	1	1	-	1	11
CRTS	2	5	4	1	6	-	18
PAR	4	3	2	2	1	-	12
TOTAL	37	18	11	66			
%	68%	32%	0%				

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

F. DEMONSTRATION LESSONS

51. Conducts demonstration lessons for faculty members in Content Area subjects.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
51.	A	B	C	
BH ₈	2	4	1	7
SUP ₅	3	2	-	5
CUR ₄	3	1	-	4
PUP ₈	3	3	1	7
RCS ₁₁	6	4	-	10
CRTS ₁₈	12	5	1	18
PAR ₂	3	6	3	12
TOTAL ₆₆	32	25	6	63
%	51%	40%	9%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0% NA	TOTAL
51.						
BH	1	1	3	2	1	8
SUP	1	1	1	1	1	5
CUR	1	1	1	1	-	4
PVP	-	4	-	-	2	8
RCS	2	1	1	-	4	11
CRTS	2	4	1	5	6	18
PAR	1	4	2	2	3	12
TOTAL	24	24	20	20	22	66
%	36%	36%	30%	30%	34%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

F. DEMONSTRATION LESSONS

52. Conducts demonstration lessons for faculty members in Special Services Departments.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
52.	A	B	C	
BH ₈	1	5	1	7
SUP ₅	3	2	-	5
CUR ₄	3	1	-	4
PVP ₈	3	4	1	8
RCS ₁₁	5	5	-	10
CATS ₁₈	10	7	1	18
PAR ₁₂	3	6	3	12
TOTAL	28	30	6	64
%	44%	47%	9%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
52.							
BH	1	-	5	1	1	-	8
SUP	1	1	1	1	1	-	5
CUR	1	1	1	1	-	-	4
PVP	2	1	1	2	1	1	8
RCS	1	1	2	-	4	3	11
CATS	1	4	3	3	6	1	18
PAR	1	3	3	2	3	-	12
TOTAL	19		26		21		66
%		29%	39%		32%		

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- G. RESEARCH CONSIDERATIONS
53. Conducts research projects in Reading for the school system.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
53.	A	B	C	
BH ₈	5	3	-	8
SUP ₅	4	1	-	5
CUR ₄	2	2	-	4
PVP ₈	6	2	-	8
RCS ₁	6	3	1	10
CRTS ₁₈	13	3	1	17
PAR ₁₂	8	3	-	11
TOTAL	44	17	2	63
%	70%	27%	3%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NR	TOTAL
53.							
BH	3	4	-	1	-	-	8
SUP	3	1	-	-	1	-	5
CUR	-	-	4	-	-	-	4
PVP	3	3	1	-	-	1	8
RCS	2	1	-	3	3	1	10
CRTS	5	4	2	2	2	2	17
PAR	4	5	2	1	-	-	12
TOTAL		38		16		10	64
%		59%		25%		16%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

G. RESEARCH CONSIDERATIONS

54. Gathers and interprets statistics on Reading for the school system and/or specific schools.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
54.	A	B	C	
BH ₈	6	1	-	7
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PUP ₈	6	2	-	8
RCS ₁₁	7	2	1	10
CRTS ₈	15	3	-	18
PAR ₁₂	9	2	-	11
TOTAL ₆₆	51	11	1	63
%	81%	17%	2%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
54.							
BH	5	1	1	-	-	1	8
SUP	4	-	-	-	1	-	5
CUR	1	2	-	-	1	-	4
PVP	3	2	2	-	1	-	8
RCS	4	2	1	1	1	2	11
CRTS	7	6	1	1	1	2	18
PAR	4	6	1	1	-	-	12
TOTAL	47		9			10	66
%	71%		14%			15%	

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- H. COMMITTEES/WORKSHOPS/CONFERENCES 55. Encourages others in the Reading Department to be represented on committees and in workshops.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
55.	A	B	C	
BH ₈	5	3	-	8
SUP ₅	3	2	-	5
CUR ₄	3	1	-	4
PUP ₈	4	4	-	8
RCS ₁₁	9	2	-	11
CRIS ₁₈	12	5	1	18
PAR ₁₂	5	7	-	12
TOTAL ₆₆	41	24	1	66
%	62%	36%	2%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
55.							
BH	2	3	2	-	1	-	8
SUP	-	2	2	-	1	-	5
CUR	2	1	-	-	-	1	4
PVP	2	3	2	1	-	-	8
RCS	4	1	1	-	2	3	11
CRIS	7	4	3	3	-	1	18
PAR	3	7	1	1	-	-	12
TOTAL	41	16	9				66
%	62%	24%	14%				

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- H. COMMITTEES/WORKSHOPS/CONFERENCES 56. Encourages faculty members to participate in Reading conventions (local/state, national/international).

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
56.	A	B	C	
BM ₈	4	2	2	8
SUP ₅	4	1	-	5
CUR ₄	3	1	-	4
PUP ₈	6	2	-	8
RCS ₁₁	8	2	1	11
CRTS ₁₈	11	7	-	18
PAR ₁₂	3	9	-	12
TOTAL	39	24	3	66
%	59%	36%	5%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
56.							
BM	2	1	2	2	1	-	8
SUP	-	3	-	1	1	-	5
CUR	2	1	-	-	-	1	4
PUP	2	5	1	-	-	-	8
RCS	5	1	2	1	-	2	11
CRTS	4	6	4	3	1	-	18
PAR	1	7	2	2	-	-	12
TOTAL		40		20	6		66
%		61%		30%	9%		

II. CATEGORY II - CURRICULUM/INSTRUCTIONAL/STAFF DEVELOPMENT TASKS

- H. COMMITTEES/WORKSHOPS/CONFERENCES 57. Encourages others in the Reading Department to attend conferences, workshops in other disciplines than Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
57.	A	B	C	
BH ₈	4	4	-	8
SUP ₅	3	2	-	5
CUR ₄	2	2	-	4
PUP ₈	5	3	-	8
RCS ₁₁	8	2	1	11
CRTS ₁₈	11	5	2	18
PAR ₁₂	3	9	-	12
TOTAL ₆₆	36	27	3	66
%	55%	41%	4%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
57.							
BH	2	1	2	1	2	-	8
SUP	-	3	-	1	1	-	5
CUR	2	1	-	-	-	1	4
PVP	2	2	2	1	-	1	8
RCS	4	2	1	1	1	2	11
CRTS	4	4	3	3	3	1	18
PAR	2	4	1	4	1	-	12
TOTAL	33	33	20	13	13		66
%	50%	50%	30%	20%	20%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

A. GUIDANCE

58. Counsels and/or advises students regarding departmental programs available in Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
58.	A	B	C	
BH ₈	4	4	-	8
SUP ₅	1	3	1	5
CUR ₄	3	1	-	4
PUP _A	1	6	1	8
RCS ₁₁	6	4	1	11
CRTS ₁₈	12	5	1	18
PAR ₁₂	7	5	-	12
TOTAL ₆₆	34	28	4	66
%	52%	42%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
58.							
BH	1	3	3	1	-	-	8
SUP	-	1	-	2	1	1	5
CUR	2	1	-	-	1	-	4
PVP	-	1	3	-	2	2	8
RCS	1	3	2	1	1	3	11
CRTS	2	7	3	1	3	2	18
PAR	4	4	2	1	1	-	12
TOTAL	30		19		17		66
%	45%		29%		26%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

A. GUIDANCE

59. Counsels and/or advises parents regarding departmental programs available in Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
59.	A	B	C	
BH ₈	6	2	-	8
SUP ₅	3	1	1	5
CUR ₄	3	1	-	4
PUP ₈	5	3	-	8
RCS ₁₁	9	2	-	11
CATS ₈	14	3	1	18
PAR ₁₂	10	2	-	12
TOTAL ₆₆	50	14	2	66
%	76%	21%	3%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
59.							
BH	2	3	3	-	-	-	8
SUP	-	-	3	1	1	-	5
CUR	2	1	-	-	1	-	4
PVP	2	2	3	-	-	1	8
RCS	5	2	3	-	-	1	11
CATS	2	6	2	2	3	1	16
PAR	5	5	1	1	-	-	12
TOTAL	37		19		8		64
%	58%		30%		12%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

A. GUIDANCE

60. Counsels and/or advises teachers about particular classroom concerns.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
60.	A	B	C	
BH ₈	4	4	-	8
SUP ₅	2	-	2	4
CUR ₄	3	1	-	4
PUP ₈	6	2	-	8
RCS ₁₁	11	-	-	11
CRTS ₁₈	17	1	-	18
PAR ₁₂	6	4	1	11
TOTAL ₆₆	49	12	3	64
%	77%	19%	4%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
60.							
BH	1	1	5	1	-	-	8
SUP	-	-	2	1	1	-	4
CUR	1	1	1	-	1	-	4
PVP	2	2	3	1	-	-	8
RCS	6	4	1	-	-	-	11
CRTS	4	7	1	4	2	-	18
PAR	4	2	3	3	-	-	12
TOTAL	35	35	26	4	4		65
%	54%	54%	40%	6%	6%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

A. GUIDANCE

61. Observes faculty members who teach Reading and offers suggestions.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
61.	A	B	C	
BH ₈	6	2	-	8
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PUP ₈	6	2	-	8
RCS ₁₁	10	1	-	11
CRTS ₁₈	12	6	-	18
PAR ₁₂	9	3	-	12
TOTAL ₆₆	51	15	-	66
%	77%	23%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
61.							
BH	2	2	3	1	-	-	8
SUP	1	2	1	-	1	-	5
CUR	3	1	-	-	-	-	4
PUP	2	1	3	1	1	-	8
RCS	6	-	3	1	1	-	11
CRTS	4	5	5	2	2	-	18
PAR	7	2	2	1	-	-	12
TOTAL	38		23		5		66
%	58%		35%		7%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

B. GROUP ADVOCACY

62. Resolves conflicts among departmental faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
62.	A	B	C	
BH ₈	1	4	2	7
SUP ₅	2	1	2	5
CUR ₄	2	1	1	4
PUR ₈	2	2	2	6
RCS ₁₁	3	7	1	11
CRIS ₁₈	8	8	2	18
PAR ₁₂	3	3	5	11
TOTAL ₆₆	21	26	15	62
%	34%	42%	24%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
62.							
BH	-	1	3	1	1	2	8
SUP	-	2	1	-	1	1	5
CUR	-	-	2	-	1	1	4
PVP	-	-	3	2	2	-	7
RCS	1	1	2	-	3	4	11
CRIS	1	2	3	3	6	3	18
PAR	-	4	2	-	6	-	12
TOTAL	12	12	22	22	31	65	
%	18%	18%	34%	34%	48%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

B. GROUP ADVOCACY

63. Resolves conflicts between students and faculty members.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
63.	A	B	C	
BH ₈	1	5	1	7
SUP ₅	1	2	2	5
CUR ₄	-	2	2	4
PUP ₈	1	5	1	7
RCS ₁₁	3	6	1	10
CATS ₈	4	7	6	17
PAR ₁₂	2	7	2	11
TOTAL ₆₆	12	34	15	61
%	20%	56%	24%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
63.							
BH	-	1	2	3	-	2	8
SUP	-	1	1	1	1	1	5
CUR	-	-	-	1	1	2	4
PUP	-	-	2	3	2	1	8
RCS	-	-	5	-	2	4	11
CATS	-	-	3	6	4	5	18
PAR	1	2	2	3	4	-	12
TOTAL	5	5	32	29	29	66	
%	8%	8%	48%	44%			

III. CATEGORY III - COUNSELING/EVALUATION TASKS

B. GROUP ADVOCACY

64. Acts as a student advocate for concerns students have regarding Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
64.	A	B	C	
BH ₈	2	5	-	7
SUP ₅	3	-	2	5
CUR ₄	3	1	-	4
PUP ₈	4	3	1	8
RCS ₁₁	8	3	-	11
CRTS ₁₈	14	3	1	18
PAR ₁₂	7	5	-	12
TOTAL ₆₆	41	20	4	65
%	63%	31%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
64.							
BH	1	2	-	3	2	-	8
SUP	-	-	2	-	2	1	5
CUR	2	-	1	1	-	-	4
PVP	1	1	2	1	1	2	8
RCS	5	3	1	-	-	2	11
CRTS	1	6	4	2	5	-	18
PAR	3	3	3	3	-	-	12
TOTAL	28	28	23	23	15		66
%	42%	42%	35%	35%	23%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

B. GROUP ADVOCACY

65. Acts as a parent advocate for concerns parents have regarding Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
65.	A	B	C	
BM ₈	2	6	-	8
SUP ₅	2	1	2	5
CUR ₄	3	1	-	4
PUP ₈	2	5	1	8
RCS ₁₁	10	1	-	11
CRIS ₈	14	3	1	18
PAR ₁₂	8	4	-	12
TOTAL ₆₆	41	21	4	66
%	62%	32%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
65.							
BM	1	1	2	2	2	-	8
SUP	-	-	2	-	2	1	5
CUR	1	2	-	1	-	-	4
PVP	1	-	3	1	1	2	8
RCS	5	4	1	1	-	-	11
CRIS	1	5	5	4	2	1	18
PAR	3	3	4	2	-	-	12
TOTAL	27		28		11		66
%	41%		42%		17%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

B. GROUP ADVOCACY

66. Acts as a teacher advocate for concerns teachers have regarding Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
66.	A	B	C	
BH ₈	4	4	-	8
SUP ₅	1	3	1	5
CUR ₄	3	1	-	4
PVP ₈	5	1	2	8
RCS ₁₁	11	-	-	11
CRTS ₁₈	16	1	1	18
PAR ₁₂	10	2	-	12
TOTAL ₆₆	50	12	4	66
%	76%	18%	6%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
66.							
BH	2	1	3	2	-	-	8
SUP	1	-	1	1	1	1	5
CUR	2	1	-	1	-	-	4
PVP	1	1	5	-	1	-	8
RCS	8	2	1	-	-	-	11
CRTS	5	5	3	1	4	-	18
PAR	5	3	4	-	-	-	12
TOTAL	37		22		7		66
%	56%		33%			11%	

III. CATEGORY III - COUNSELING/EVALUATION TASKS

C. DECISION MAKING PROCEDURES

67. Involves other faculty members in decision-making process of the Reading Department.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
67.	A	B	C	
BH ₈	5	2	-	7
SUP ₅	3	1	-	4
CUR ₄	4	-	-	4
PUP ₈	4	3	-	7
RCS ₁₁	9	2	-	11
CATS ₁₈	17	1	-	18
PAR ₁₂	8	4	-	12
TOTAL ₆₆	50	13	-	63
%	79%	21%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
67.							
BH	3	2	2	-	1	-	8
SUP	1	-	2	-	1	-	4
CUR	2	1	-	-	-	1	4
PVP	3	1	2	1	-	-	7
RCS	6	-	4	-	1	-	11
CATS	8	4	1	2	2	1	18
PAR	3	4	4	1	-	-	12
TOTAL		38	19	7			64
%		59%	30%	11%			

III. CATEGORY III - COUNSELING/EVALUATION TASKS

C. DECISION MAKING PROCEDURES

68. Develops procedures for reviewing faculty member complaints and grievances in Reading.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
68.	A	B	C	
BH ₈	1	2	4	7
SUP ₅	2	2	1	5
CUR ₄	1	1	1	3
PUP ₈	1	4	3	8
RCS ₁₁	5	4	2	11
CATS ₁₈	7	9	2	18
PAR ₁₂	1	4	5	10
TOTAL ₆₆	18	26	18	62
%	29%	42%	29%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
68.							
BH	-	-	2	-	3	3	8
SUP	-	1	1	1	1	1	5
CUR	1	-	1	-	1	1	4
PVP	1	-	-	1	4	2	8
RCS	2	1	1	2	3	2	11
CATS	2	5	1	3	7	-	18
PAR	-	2	-	5	4	-	11
TOTAL	15	15	18	18	32	32	65
%	23%	23%	28%	28%	49%	49%	

III. CATEGORY III - COUNSELING/EVALUATION TASKS

69. Diagnoses and tests students.

D. TESTING

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
69.	A	B	C	
BH ₈	8	-	-	8
SUP ₅	5	-	-	5
CUR ₄	4	-	-	4
PUP ₈	7	-	1	8
RCS ₁₁	11	-	-	11
CATS ₁₈	18	-	-	18
PAR ₁₂	10	2	-	12
TOTAL	63	2	1	66
%	95%	3%	2%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
69.							
BH	6	2	-	-	-	-	8
SUP	2	1	1	1	-	-	5
CUR	2	1	1	-	-	-	4
PVP	3	3	-	1	1	-	8
RCS	10	1	-	-	-	-	11
CATS	12	4	1	1	-	-	18
PAR	7	-	3	1	1	-	12
TOTAL	54		10		2		66
%	82%		15%		3%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

D. TESTING

70. Prepares reports of Reading test results.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
70.	A	B	C	
BH ₈	5	3	-	8
SUP ₅	5	-	-	5
CUR ₄	4	-	-	4
PUP ₈	8	-	-	8
RCS ₁₁	10	1	-	11
CRTS ₁₈	16	2	-	18
PAR ₁₂	9	1	1	11
TOTAL ₆₆	57	7	1	65
%	86%	10%	2%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
70.							
BH	5	1	1	-	-	1	8
SUP	3	1	-	1	-	-	5
CUR	3	1	-	-	-	-	4
PUP	5	2	1	-	-	-	8
RCS	10	1	-	-	-	-	11
CRTS	11	4	1	2	-	-	18
PAR	9	3	-	-	-	-	12
TOTAL	59	5	5	1			66
%	89%	9%	9%	2%			

III. CATEGORY III - COUNSELING/EVALUATION TASKS

71. Uses strategies and/or devices in addition to standardized tests for evaluation of students.

D. TESTING

DEGREE OF IMPORTANCE: DEGREE OF RESPONSIBILITY:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
71.	A	B	C	
BH ₈	6	-	2	8
SUP ₅	5	-	-	5
CUR ₄	4	-	-	4
PUP ₈	7	-	1	8
RCS ₁₁	9	-	1	10
CRTS ₁₈	16	2	-	18
PAR ₁₂	10	1	-	11
TOTAL ₆₆	57	3	4	64
%	89%	5%	6%	

TASK	100%	75%	50%	25%	0%	NA	TOTAL
71.							
BH	4	2	-	-	-	1	7
SUP	2	1	1	1	-	-	5
CUR	3	1	-	-	-	-	4
PVP	4	2	1	-	1	-	8
RCS	9	1	-	-	-	-	10
CRTS	11	4	1	1	-	1	18
PAR	7	3	1	-	-	1	12
TOTAL	54		6		4		64
%	84%		10%		6%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

E. EFFECTIVENESS

72. Reports department accomplishments to his/her immediate supervisor.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
72.	A	B	C	
BH ₈	5	3	-	8
SUP ₅	4	1	-	5
CUR ₄	3	1	-	4
PUP ₈	7	1	-	8
RCS ₁₁	9	2	-	11
CRTS ₁₈	14	3	-	17
PAR ₁₂	10	2	-	12
TOTAL ₆₆	52	13	-	65
%	80%	20%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NR	TOTAL
72.							
BH	4	3	-	1	-	-	8
SUP	3	1	-	-	1	-	5
CUR	2	1	-	-	-	1	4
PVP	3	4	-	-	-	1	8
RCS	8	2	-	-	-	1	11
CRTS	7	5	2	2	-	1	17
PAR	11	-	-	1	-	-	12
TOTAL	54		6		5		65
%	93%		3%		8%		

III. CATEGORY III - COUNSELING/EVALUATION TASKS

E. EFFECTIVENESS

73. Reviews data to evaluate the Reading Department's effectiveness.

DEGREE OF IMPORTANCE:

TASK	VERY IMPORT.	NEUTRAL	NOT IMPORT.	TOTAL
73.	A	B	C	
BM ₈	8	-	-	8
SUP ₅	4	1	-	5
CUR ₄	4	-	-	4
PUP ₈	7	1	-	8
RCS ₁₁	11	-	-	11
CRTS ₁₈	17	1	-	18
PAR ₁₂	10	1	-	11
TOTAL ₆₆	61	4	-	65
%	94%	6%	0%	

DEGREE OF RESPONSIBILITY:

TASK	100%	75%	50%	25%	0%	NA	TOTAL
73.							
BM	5	3	-	-	-	-	8
SUP	3	-	1	-	1	-	5
CUR	2	1	1	-	-	-	4
PVP	4	2	2	-	-	-	8
RCS	6	3	-	1	1	-	11
CRTS	9	4	1	2	1	1	18
PAR	10	1	-	1	-	-	12
TOTAL	53		9		4		66
%		90%	14%		6%		

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